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ABSTRACT

This issue begins the third year of publication of this comprehensive index to the literature of the counseling and personnel services fields. Included are 1439 entries drawn from ERIC documents, dissertations, journal articles, and books. Each entry is annotated and availability of the original document is given. The entries are cross-referenced in a subject index and an author index. Materials in this issue are drawn from those made available during the time period of January through June, 1970. (JM)

COUNSELING & PERSONNEL SERVICES INFORMATION CENTER

ED 046062

INTEGRATED
PERSONNEL SERVICES
INDEX

ERIC

ED 046062 CG 400 029

INTEGRATED PERSONNEL SERVICES INDEX (IPSI)

The Integrated Personnel Services Index (IPSI) is a semi-annual index which announces and organizes selected materials from all sources relevant to counseling and personnel work. It is published by the ERIC Counseling and Personnel Services Information Center (ERIC/CAPS).

The Educational Resources Information Center (ERIC) program was initiated by the Office of Education, United States Department of Health, Education, and Welfare. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminiating the most significant and timely educational research reports and projects.

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This publication was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

SCOPE: ERIC/CAPS is responsible for the collection and analysis of materials and research reports relating to the preparation, practice, and supervision of counselors and other personnel workers at all educational levels and in all settings. Included are materials describing theoretical development; the use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing environmental information; group work and casework; and reports on program development and evaluation. Included also are materials which deal with the nature of pupil, student, and adult characteristics; descriptions of education, occupational, and community settings; and discussions of the types of assistance provided by personnel workers is such areas as career planning, family consultations, and student orientation activities.

SUBSCRIPTIONS: Subscriptions to IPSI are available from the ERIC/CAPS Center at the rate of $9.00 per year (two issues). See the ordering form elsewhere in this issue for complete details.

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ERIC/CAPS
611 Church Street
Ann Arbor, Michigan 48104
(313) 764-9492

Garry R. Walz, Director

Judith Mattson . . . . . Editor
Carol K. Jaslow . . . . Selection and Abstracting
Sue Ann Bach . . . . . Editorial Assistant
Mary Jane Kidder . . . . . Editorial Assistant

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INTRODUCTION

The need of the counselor for current and valid information relevant to the tasks he faces is ever present. A typical counselor will use those resources which are most readily available-the journals to which he subscribes, newsletters, and fellow counselors in whom he has confidence regarding their knowledgeability.

CAPS has been working to develop resources which supplement the counselor's previous informational resources. CAPS aims to develop resources which facilitate, both through content and format, the more effective utilization of information available to the counselor. The Integrated Personnel Services Index (IPSI) is another tool in the arsenal of the counselor and student services specialist.

We see IPSI as being a resource which has wide applicability-form intensive searches on specific questions to a current awareness and updating function. Its two major features, the breadth and depth of the research and journal literature covered, and the use of the ERIC indexing system, make it a resource equally applicable to the needs of the practicing counselor or the student services researcher.

The staff and physical resources devoted to the preparation of IPSI might well be justified on just the production of the comprehensive index to the knowledge base in counseling and student services which IPSI is. We are, however, intrigued by the possibilities which IPSI will afford us to analyze and interpret needs and developments within the student services. In Volume 4, we intend to continue the index part of IPSI and to expand its usefulness with the addition of a new major section on information analysis. In the new section we will analyze the trends, developments and innovations which are covered in each issue of IPSI and review and discuss their importance and implications for counselors and researchers. In addition, IPSI will serve as a basic source for the development of a wide range of new informational CAPS products.

I encourage your response to IPSI, but I especially invite you to acquire and use it as a means of improving your perception of, and response to, the problems which confront us.

Garry R. Walz
Director

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HOW TO USE IPSI

The entries in the Resume Section of IPSI are selected through a comprehensive scanning process which involves four major types of information sources. These are: ERIC documents, doctoral dissertations, journal articles, and books.

Each entry is first listed in the RESUME SECTION. Complete bibliographical information, including availability of the original article, document, etc., and a brief abstract of the entry is given. (To order documents, check "How to Obtain IPSI Materials" below.) Entries have been assigned a number in order of their appearance to facilitate cross-referencing.

Entries are then listed (by title and entry number) in the SUBJECT INDEX. Each entry is listed several times according to the descriptor terms which have been assigned to it. A list of these terms is provided on page iv of this introductory section to assist you in selecting terms which represent your area of interest. The arrangement of terms in the Subject Index is alphabetical. To obtain a complete description of each entry, use the entry number to refer to the Resume Section.

Finally, entries are listed in the AUTHOR INDEX for your convenience in locating additional papers or articles by a certain author. The listing of authors is arranged alphabetically. Again, only entry number and title are given for the materials listed under each author's name. The entry number may be used to refer to the actual listing in the Resume Section.

* * *

Since IPSI offers a large and comprehensive display of entries, we suggest that you use it in one or both of the following ways:

TO SEARCH FOR INFORMATION –

1) Select terms which describe the area for which you would like to locate information. For instance, if you are looking for information on "drug use in junior high schools," you might link it with the following words:
   - behavior patterns
   - drug abuse
   - socially deviant behavior
   - adolescents
   - delinquents
   - legal problems
   - junior high school students
   - secondary school students
   - student subcultures
   - delinquency prevention
   - health education

   At this point in your search, it is probably best to identify as many descriptor terms as possible. The subject groupings on pages iv through vi will help to identify these terms.
2) Using the terms which you have selected, search the Subject Index section of IPSI. Write down the entry numbers of the titles which appear to relate to your search area. Then, using the entry numbers, refer to the main entry section for a complete bibliographical entry and abstract.
3) From the abstracts, determine the entries which apply to your search area. Obtain a copy of the original document, article, etc. by using the availability information provided with each entry.

TO STAY AWARE OF CURRENT LITERATURE–

1) Scan the Subject Index to locate areas and titles in which you are interested. Keep a running list of entry numbers and titles.
2) Using the list of entry numbers and titles, refer to the Resume Section for the complete bibliographical entry with abstract.
3) With the availability information provided in each entry, order or refer to any articles, documents, books or dissertations which seem of particular interest to you.

HOW TO OBTAIN IPSI MATERIALS

Since IPSI is, in essence, a stepping-stone in your search for materials, we have attempted to give availability for all materials which are listed. In most cases it is possible to obtain a personal copy of the title listed. The sources fall into four groupings -- the same as the four divisions of the Resume Section. They are as follows:

ERIC Documents -

Most documents which have been listed by ERIC are also available from the ERIC Document Reproduction Service in either microfiche or photo copy form. Prices and order ("ED") numbers are given with each entry. In some cases, alternate availability is given.

An ordering form and instructions for ordering EDRS-reproduced documents are provided in the pages following the Author Index.

Doctoral Dissertations

All dissertations which are listed in IPSI have been drawn from Dissertation Abstracts, a publication of University Microfilms. They are available in microfilm or photo copy from University Microfilms.

To order, give the following information:

1) Order number (precedes author's name in the listing)
2) Author's last name and initials
3) Type of copy desired (35 mm positive microfilm, or soft-or hard-bound xerographic copies)
4) Your name and address (list separately for billing and shipping, if they are different)

Send your order to University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Do not send payment with your order; you will be invoiced at the time of shipment. Necessary handling and shipping charges will be included.

Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

Books

Books are available through libraries and private collections only. Publisher information is given.

WHERE DO IPSI MATERIALS COME FROM?

All materials selected for coverage in IPSI are drawn from the general scope of known sources and are screened for relevance and quality. However, as a regular procedure, selection is made from the following sources.

ERIC Documents are drawn from the Central ERIC publication, Research in Education.

Doctoral Dissertations are selected from Dissertation Abstracts in the areas of education, health sciences, psychology, social psychology, social work, and sociology.

Books are selected from publishers' notices and listings, and book reviews.

Journal articles are taken from the following journals. Some have comprehensive coverage; others have been covered selectively. The following is a list of the journals covered in this issue of IPSI:

Adolescence
Agricultural Education Magazine
Alberta Journal of Educational Research
American College Testing Research Reports
American Education
American Journal of Occupational Therapy
American Journal of Orthopsychiatry
American Journal of Sociology
American Vocational Journal
Appalachia
Appalachian Advance
Balance Sheet
California Journal of Educational Research
California Personnel and Guidance Association Journal
Canadian Counselor
Change in Higher Education
Child Welfare
Childhood Education
Clearing House
College and University
College Board Review
College Student Survey
Community Mental Health Journal
Compact
Comparative Education Review
Counseling Psychologist
Counselor Education and Supervision
Daedalus
Education Digest
Educational Administration Quarterly
Educational Leadership
Educational Technology
Elementary English
Elementary School Guidance and Counseling
Elementary School Journal
Family Coordinator
Gifted Child Quarterly
Grade Teacher
Harvard Educational Review
Illinois School Research
Illinois Teacher for Contemporary Roles
Improving College and University Teaching
Industrial Arts and Vocational Education
Integrated Education
International Journal of Educational Sciences
Journal of American College Health Association
Journal of American Indian Education
Journal of Applied Behavioral Science
Journal of the Association of Deans and Administrators of Student Affairs
Journal of Business Education
Journal of Clinical Psychology
Journal of College Placement
Journal of College Student Personnel
Journal of Consulting and Clinical Psychology
Journal of Counseling Psychology
Journal of Creative Behavior
Journal of Education
Journal of Educational Psychology
Journal of Employment Counseling
Journal of Genetic Psychology
Journal of Health, Physical Education and Recreation
Journal of Higher Education
Journal of Home Economics
Journal of Human Resources
Journal of International Association of Pupil Personnel Workers
Journal of Marriage and the Family
Journal of the National Association of College Admissions Counselors
Journal of the National Association of Women Deans and Counselors
Journal of Negro Education
Journal of Professional Counselors Association
Journal of Psychology
Journal of Research in Music Education
Journal of School Health
Journal of School Psychology
Journal of Secondary Education
Journal of the Student Personnel Association for Teacher Education
Junior College Journal
Liberal Education
Library College Journal
Manpower
Measurement and Evaluation in Guidance
Mental Retardation
National Association of Secondary School Principals
National Catholic Guidance Conference Journal
National Society for Programed Instruction Journal
Personnel and Guidance Journal
Phi Delta Kappan
Phylon
Psychology in the Schools
Quarterly Review of Higher Education Among Negroes
Rehabilitation Counseling Bulletin
School Arts Magazine
School Counselor
School Shop
School and Society
Science
Social Work
Speech Monographs
Studies in Adult Education
Today's Education
Training and Development Journal
Vocational Guidance Quarterly
Wilson Library Bulletin

LIST OF DESCRIPTOR TERMS

The following subject groupings list all of the descriptor headings found in the Subject Index. A better understanding of the Subject Index can be gained by scanning the subject groupings to become familiar with the terms used and to identify specific terms in relation to their broader subject area usage.

Each IPSI descriptor terms is listed in one of the following categories:

1. Human Behavior and Processes
2. Human Characteristics
3. Sociological and Cultural Factors
4. Personnel Work Techniques, Theories and Procedures
5. Personnel and Other Educational Professions and Specialities
6. Educational Techniques, Theories and Procedures
7. Schools, Institutions and Agencies

Subject Grouping 1: Human Behavior and Processes

Ability
Academic Performance
Achievement
Adjustment
Adjustment (to Environment)
Alcoholism
American Indians
Anxiety
Aptitude
Aspiration
Attendance Patterns
Attitudes
Behavior Change
Behavior Patterns
Behavior Problems
Behavioral Sciences
Career Choice
Career Planning
Child Development
College Attendance
Communication (Thought Transfer)
Creativity
Decision Making
Dogmatism
Drug Abuse
Emotional Problems
Empathy
Employment
Group Dynamics
Human Development
Human Relations
Identification (Psychological)
Individual Characteristics
Individual Development
Intelligence
Interests
Interpersonal Relationship
Job Satisfaction
Leadership
Learning
Marriage
Mental Health
Motivation
Occupational Choice
Perception
Performance Factors
Persistence
Personality
Problem Solving
Psychological Needs
Psychological Patterns
Reinforcement
Response Mode
Self Actualization
Self Concept
Self Evaluation
Smoking
Social Development
Socialization
Socially Deviant Behavior
Student Alienation
Student Attitudes
Student Behavior
Student Development
Student Problems
Study Habits
Success Factors
Suicide
Unemployment
Values
Vocational Adjustment
Vocational Development
Vocational Interests
Work Attitudes
Work Experience
Youth Employment

Subject Grouping 2: Human Characteristics

Adolescents
Age
Caucasians
Children
College Bound Students
College Freshmen
College Graduates
College Students
Culturally Disadvantaged
Delinquents
Disadvantaged Youth
Dropouts
Economically Disadvantaged
Elementary School Students
Emotionally Disturbed
Emotionally Disturbed Children
Ethnic Groups
Exceptional Children
Feedback
Females
Foreign Students
Gifted
Graduate Students
High School Students
Innovation
Junior College Students
Junior High School Students
Males
Mentally Handicapped
Mexican Americans
Minority Groups
Mothers
Negro Youth
Negroes
Noncollege Preparatory Students
Parent Child Relationship
Physically Handicapped
Preschool Children
Psychological Characteristics
Racial Factors
Rural Youth
Sex Differences
Sexuality
Socioeconomic Status
Student Characteristics
Transfer Students
Underachievers
Unwed Mothers
Urban Youth

Subject Grouping 3: Sociological and Cultural Factors

Activism
Business
Civil Rights
Classroom Environment
College Environment
Community Resources
Cultural Differences
Cultural Factors
Educational Environment
Environmental Influences
Family (Sociological Unit)
Legal Responsibility
Manpower Development
Mobility
Occupations
Parent Attitudes
Peer Groups
Power Structure
Religion
Role Theory
Rural Areas
Social Change
Social Influences
Social Problems
Student Participation
Student Subcultures
Therapeutic Environment
Urban Environment
Vocational Counseling
Vocational Rehabilitation

Subject Grouping 4: Personnel Work Techniques, Theories and Procedures

Adult Counseling
Behavioral Counseling
Bibliotherapy
Case Studies (Education)
College Housing
Counseling
Counseling Effectiveness
Counseling Goals
Counseling Programs
Counseling Services
Counseling Theories
Developmental Guidance
Developmental Psychology
Dropout Prevention
Dropout Research
Educational Psychology
Elementary School Counseling
Elementary School Guidance
Employment Interviews
Employment Services
Family Counseling
Followup Studies
Group Counseling
Group Therapy
Guidance
Guidance Programs
Guidance Services
Health Education
Health Programs
Health Services
Identification
Intelligence Tests
Interest Tests
Interviews
Job Placement
Mental Health Programs
Occupational Guidance
Occupational Information
Operant Conditioning
Orientation
Parent Counseling
Pastoral Counseling
Personality Assessment
Philosophy
Placement
Play Therapy
Practicums
Prediction
Psychological Evaluation
Psychological Services
Psychology
Psychotherapy
Pupil Personnel Services
Referral
Rehabilitation Counseling
Rehabilitation Programs
Sensitivity Training
Social Psychology
Social Work
Student Personnel Programs
Student Personnel Services
Student Personnel Work
Test Construction
Test Results
Test Validity
Testing
Tests
Theories

Subject Grouping 5: Personnel Work and Other Educational Professions and Specialities

Administrative Personnel
Consultants
Counselor Characteristics
Counselor Educators
Counselor Evaluation
Counselor Functions
Counselor Performance
Counselor Role
Counselor Training
Counselors
Elementary School Counselors
Faculty Advisors
Legal Problems
Nonprofessional Personnel
Professional Personnel
Resident Assistants
School Nurses
School Psychologists
Secondary School Counselors
Supervision
Teacher Characteristics
Teacher Education
Teacher Role
Teachers

Subject Grouping 6: Educational Theories, Techniques and Procedures

Adult Education
Art Activities
Audiovisual Aids
Bibliographies
Change Agents
Collective Negotiation
College Admission
College Faculty
Community Programs
Computer Oriented Programs
Computers
Continuation Education
Curriculum
Curriculum Guides
Data Processing
Demonstration Programs
Dormitories
Educational Administration
Educational Change
Educational Innovations
Educational Needs
Educational Planning
Educational Programs
Educational Research
Effective Teaching
Evaluation
Federal Programs
Financial Support
Fraternities
Grade Point Average
Guidelines
Higher Education
Historical Reviews
Individualized Programs
Information Dissemination
Information Systems
Inservice Programs
Interaction Process Analysis
Job Training
Measurement Instruments
Measurement Techniques
Models
Music Education
Parent School Relationship
Preschool Education
Professional Personnel
Program Descriptions
Program Development
Program Evaluation
Programmed Instruction
Reading
Recruitment
Remediation
Research
Research Methodology
Research Projects
Resource Materials
Scheduling
School Community Relationship
School Integration
School Role
School Segregation
Sex Education
Simulation
Special Education
Staff Role
Statistical Analysis
Student College Relationship
Student Evaluation
Student School Relationship
Student Teacher Relationship
Systems Approach
Teaching Methods
Teamwork
Tutorial Programs
Urban Education
Vocational Education
Volunteers
Work Experience Programs
Work Study Programs
Workshops

Subject Grouping 7: Schools, Institutions and Agencies

Colleges
Community Colleges
Counseling Centers
Elementary Schools
High Schools
Junior Colleges
Middle Schools
School Systems
Secondary Schools

RESUME SECTION

The following sections include bibliographic information and annotations for the four major types of information resources announced in IPSI. These four resume sections are ERIC Resumes, Dissertation Resumes, Journal Resumes and Book Resumes.

ERIC RESUMES

(1) ED 031 621 Rhyne, Dwight Carroll. ATTITUDE SET, GROUP LEARNING, AND ATTITUDE CHANGE. 1968. MF-$0.50 HC-$6.10 120P.
Attitude change related positively to participation in an intensive adult education experience. Attitudes changed on all dimensions of prejudice included in the study. (SE)

(2) ED 031 635 Westervelt, Esther M. REPORT ON OPERATION OF NEW YORK STATE GUIDANCE CENTER FOR WOMEN, NOVEMBER 6, 1966 TO AUGUST 31, 1968. 1968. MF-$0.50 HC-$3.40 66P.
Research was conducted to evaluate methods of followup of clients withdrawing from counseling before completion, study effectiveness of group orientation for pre-counseling preparation, and evaluate counseling services. State budget cut eliminated the final year of evaluation. Center has continued as an agency of Rockland Community College. (PT)

(3) ED 031 639 OFFICE OF EDUCATION, REGION 7, GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION. PHASE 2 REPORT. Austin: Extension Teaching and Field Service Bureau, Texas University, 1969. MF-$1.00 HC-$10.45 207P.
Evidence suggests that funding and teacher orientation are the main concerns of program leaders, and that adult basic education teachers must become familiar with the sociological, psychological, and physiological factors affecting their students. (LY)

(4) ED 031 648 Thelen, H. A.; and Others. ROLE PERCEPTION AND TASK PERFORMANCE OF EXPERIMENTALLY COMPOSED SMALL GROUPS. REPORT NO. 1 FROM NIMH PROJECT "USE OF SMALL GROUPS TO ADAPT PROBLEM STUDENTS" 1965-1970. Chicago: Chicago University, 1969. Not available from EDRS. Available from University of Chicago, 5801 Ellis Ave., Chicago, Ill. 60637, 174P.
This report is concerned with the problem of what personality combinations are likely to produce the most effective group in learning situations. It raises implications for residential continuing education. (DM)

(5) ED 031 673 Sommerfeld, Donald Alfred. SUMMARY OF JOB TRAINING PROGRAM IN DETROIT: A COMPARATIVE STUDY. Ann Arbor: Michigan University, 1969. Not available from EDRS. Available from Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-183-742, MF-$0.65 HC-$3.00) 168P.
Followup study made of 200 graduates of different kinds of job training. Findings included: On-the-Job Training (OJT) had very favorable output; the other programs had only satisfactory results. In terms of trainee satisfaction, Concentrated Employment Program Orientation and Operation Mainstream (CEPO-Mainstream) ranked highest, Northern Systems Company Training Center and the McNamara Skills Center were intermediate and OJT was generally rated low. (LY)

(6) ED 031 714 Dye, Robert P.; and Others. DROPOUT! AN EVALUATION OF A PILOT DROPOUT PROJECT. Honolulu: Dept. of Planning and Economic Development, 1968. MF-$0.50 HC-$5.75 113P.
The study revealed that most students dropping out of school value education and find it personally desirable. This became clear after an attempt to steer students to the Employment Opportunity Center was unsuccessful. (Author/EK)

(7) ED 031 715 D'Costa, Ayres. THE DEVELOPMENT OF THE OHIO VOCATIONAL INTEREST SURVEY. Washington, D.C.: American Vocational Association, 1968. MF-$0.25 HC-$0.60 10P.
The Dictionary of Occupational Titles (DOT) was used to define an interest scale for the Ohio Vocational Interest Survey. Reliability is high and the items are valid to the extent that the DOT listings are valid. Norms differ slightly for males and females. It is adaptable to a computerized system. (Author/EK)

(8) ED 031 716 Riccio, Anthony C. THE COUNSELOR AS A SOCIAL RECONSTRUCTIONIST. Columbus: School of Education, Ohio State University, 1969. MF-$0.25 HC-$1.10 20P.
Three assumptions for the counselor to be an agent of social reconstruction are: (1) a definite relationship must exist between what a counselor preaches and what he is; (2) willingness of others to listen; and (3) environment will permit him to function as an agent of reconstruction. (Author/KJ)

(9) ED 031 717 Norfleet, Morris. A SYSTEMS APPROACH TO STUDENT PERSONNEL SERVICES. Morehead, Ky: Morehead State University, 1968. MF-$0.25 HC-$0.40 6P.
A systems approach can enable student personnel services to evaluate what they are doing to determine if counselors are making a difference in the lives of students. The characteristics and advantages are listed. (Author/KJ)

(10) ED 031 718 Gordon, Charles E. PROBLEMS OF CULTURALLY DIFFERENT YOUTH IN COLLEGE. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.80 14P.
Minimal concern is given to the culturally different youth enrolled. Upward Bound visits these students to reinforce their self-concept and strengthen self confidence. Problems of the students and recommendations are given. (Author/KJ)

(11) ED 031 720 Jeffs, George A. PROFILE COUNSELING. Las Vegas: Edward W. Clark High School, 1969. MF-$0.25 HC-$2.35 45P.
Discussing both test results and educational and occupational goals with students simultaneously will help them better understand the relationship between variables connected with school and occupational aspiration, and discussing the same items with parents will give them similar opportunities for realistic appraisal of their offspring's potential. (Author/CJ)

(12) ED 031 721 Thoresen, Carl E.; and Others. BEHAVIORAL SCHOOL COUNSELING: A DEMONSTRATION OF THE STANFORD CAREER PLANNING PROJECT. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$1.50 28P.
Results showed that given a group of between four and eight high school students, it will be possible to identify student verbal responses demonstrating career information-seeking behaviors, to use four types of verbal and nonverbal reinforcers, and to use at least one method for determining effectiveness of the group counseling program. (Author/CJ)

(13) ED 031 722 Herr, Edwin L., and Hershberger, James K. ELEMENTARY SCHOOL GUIDANCE WORK CONFERENCE CONFERENCE REPORT. Harrisburg: Bureau of Pupil Personnel Services, Pennsylvania State Dept. of Public Instruction, 1967. MF-$0.75 HC-$8.75 173P.
Work groups examined the characteristics of elementary school children as related to guidance programs, and recommended those steps which might facilitate and implement such programs to serve the needs of all children throughout Pennsylvania. (Author/CJ)

(14) ED 031 723 WORLD OF WORK: GRADE NINE. TEACHER'S GUIDE FOR THE SCHOOL YEAR 1967-1968. Minneapolis: Minneapolis Public Schools, 1968. MF-$0.25 HC-$1.90 36P.
This manual is designed as a guide to a series of programs on the world of work. It gives a broad overview of many occupations (Author/CJ)

(15) ED 031 724 Peterson, Mark B. THE EFFECT OF SELF UNDERSTANDING GROUPS ON THE AFFECTIVE SENSITIVITY OF PRACTICUM STUDENTS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.60 10P.
Study to enhance self understanding in counselor trainees. Self Understanding Group participation conjoint with practicum enhances affective sensitivity. Limitations were that the subjects were not assigned to groups randomly and that the sample was small and the groups nonequivalent. (Author/EK)

(16) ED 031 725 Meyer, Marilyn M. TECHNIQUE AND FACILITATION OF DEVELOPMENTAL GROUPS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.40 6P.
This paper lists the characteristics of successful group counselors. Specific characteristics of developmental groups and the needs they fill are listed. (Author/EK)

(17) ED 031 726 Kingsley, G. Gordon (Ed.) THE GENERAL COLLEGE FIVE-TO-TEN-YEAR FOLLOW-UP STUDY. VOLUME V, NUMBER TWO. Minneapolis: General College, Minnesota University, 1969. MF-$0.25 HC-$1.15 21P.
An eight-year followup study of 300 randomly selected newly-registered students indicated that motivation is a prime factor in the success or failure of the students. Continual reevaluation of the curriculum and instructional methods is needed. (CJ)

(18) ED 031 727 Bourque, Ellsworth J. THE RESEARCH-PRACTICE GAP IN VOCATIONAL REHABILITATION: WHAT'S BEING DONE ABOUT IT? Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.50 8P.
Task Force on Research Utilization (H E W) proposed the creation of a new kind of professional "change agent." A short term training program was established with promise of facilitating much needed innovation and bringing attention to the general problem of establishing new forms of interpersonal relationship. (Author/CJ)

(19) ED 031 728 BIBLIOGRAPHY FOR DRUG ABUSE AND NARCOTICS. Stony Brook, N.Y.: SCOPE, 1968. MF-$0.25 HC-$2.45 47P.
This material deals with drug abuse of all kinds, its treatment, relevant laws, and involved youth. (EK)

(20) ED 031 731 Kuhl, Edward C., Jr. DO WE MAKE A DIFFERENCE? NEW DIRECTIONS IN EVALUATION. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.55 9P.
Community colleges in Maryland established an ad hoc committee to assess the services being offered students by the various college counseling centers. Maryland seems to be weak in placement and health services, with full-time students particularly aware and critical of the services. (Author/CJ)

(21) ED 031 732 Reddoch, James W. SOLVING THE PROBLEM OF STUDENT UNREST IN THE UNIVERSITY. Baton Rouge: Louisiana State University, 1969. MF-$0.25 HC-$0.60 10P.
Students are categorized into three types: curricula-oriented, involved, dissentient. Programs and resulting regulations and policies must contribute to the student's educational programs. The "involved" student provides "healthy" unrest. The "dissentient" student provides dangerous unrest that can result in violence. (SJ)

(22) ED 031 735 Haagen, C. Hess. THE RELATION OF THE COLLEGE STUDENT QUESTIONNAIRE TO ACADEMIC PERFORMANCE AND PROGRAMS. Washington, D.C.: American Personnel and Guidance Association; Middletown, Conn.: Wesleyan University, 1969. MF-$0.25 HC-$0.95 17P.
College Student Questionnaire (CSQ) is a useful instrument for describing and differentiating many sub-groups of the student population. A wide range of groups and relationships have been tested. (SJ)

(23) ED 031 736 K-12 HEALTH INSTRUCTION GUIDE FOR COLORADO SCHOOLS. Denver: Office of Instructional Services, Colorado State Dept. of Education, 1969. MF-$0.25 HC-$2.95 57P.
Instruction guide to assist schools in upgrading their education programs. It may be used as a lesson plan for those teachers beginning new programs, or as a supplement to already-existing health programs. It is recommended as enrichment material. (Author/CJ)

(24) ED 031 737 Marshall, Jon C., and Sokol, Alvin P. GENERAL EDUCATIONAL CHARACTERISTICS OF INDEPENDENT STUDENTS. RESEARCH PAPER. St. Louis: Missouri University, 1969. MF-$0.25 HC-$1.05 19P.
Results seem to indicate either that the role of the high-achiever, or that the variables analyzed are different from, but highly interrelated with, the criteria for membership in the independent student group. (Author/EK)

(25) ED 031 739 Trent, James W., and Medsker, Leland L. BEYOND HIGH SCHOOL. Berkeley: Center for Research and Development in Higher Education, California University, 1968. Not available from EDRS. Available from Jossey-Bass Incorporated, Publishers, 615 Montgomery Street, San Francisco, California 94111 ($10.00) 333P.
Psychosociological study of 10,000 high school graduates

investigating intellectual and nonintellectual development and patterns of college attendance and employment. The sample was followed up several times. (BP)

(26) ED 031 740 Dawis, Rene V.; and Others. A THEORY OF WORK ADJUSTMENT. (A REVISION). MINNESOTA STUDIES IN VOCATIONAL REHABILITATION: XX-III. Minneapolis: Industrial Relations Center, Minnesota University, 1968. Not available from EDRS. Available from Work Adjustment Project, Industrial Relations Center, University of Minnesota, Minneapolis, Minnesota 55455 (Single copies are free.) 15P.

Work personality-work environment correspondence can be used to predict tenure. (KJ)

(27) ED 031 742 Prediger, Dale J. BIOGRAPHICAL DATA DIFFERENTIATING COLLEGE ATTENDERS AND NON-ATTENDERS AT VARIOUS ABILITY LEVELS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.95 17P.

The study of high school senior males revealed that biodata were potent and pervasive predictors of college attendance, predictors that were not just concomitants of academic aptitude. (Author/EK)

(28) ED 031 743 Duncan, L. Wendell. PARENT-COUNSELOR CONFERENCES MAKE A DIFFERENCE. Saint Petersburg, Fla.: Saint Petersburg Junior College, 1969. MF-$0.25 Hc-$0.95 17P.

The establishment of a parent-counselor relationship prior to the child's entrance into junior high school resulted in additional parental contact with the school, increase in student attendance, decrease in drop-out rate and disciplinary referrals. A trend was noted toward an increase in parent-child communication. (Author/SJ)

(29) ED 031 744 Ficek, Daniel E. TIME-EXTENDED MULTIPLE GROUP COUNSELING. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.65 11P.

The techniques, effect, and time sequences for time-extended groups are dealt with. A list of measures to decrease undesirable behavior is given. (EK)

(30) ED 031 745 Brown, Jerry Wayne. STUDENT SUB-CULTURES ON THE BOWDOIN CAMPUS. Brunswick, Maine: Bowdoin College, 1969. MF-$0.25 HC-$1.25 23P.

The author, using four categories of campus subcultures, vocational, academic, collegiate, and nonconformist, investigates the student subcultures. College Student Questionnaires indicated that there is great mobility among the students in their subculture membership. Least stable was vocational; most stable collegiate. Shiftings validated the ideal types as defined by Trow. (CJ)

(31) ED 031 746 Cottingham, Harold F.; and Others. AN ANALYSIS OF THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND THE PERFORMANCE OF COUNSELOR FUNCTIONS. Washington, D.C.: American Personnel and Guidance Association; San Diego: San Diego County Dept. of Education, 1969. MF-$0.25 HC-$0.95 17P.

It was concluded that no significant relationship existed between the organizational climate variables in the schools and the functions performed by counselors. (Author/EK)

(32) ED 031 747 Groth, Norma Jean. VOCATIONAL DEVELOPMENT FOR GIFTED GIRLS--A COMPARISON OF MASLOVIAN NEEDS OF GIFTED MALES AND FEMALES BETWEEN THE AGES OF TEN AND SEVENTY YEARS. Washington, D.C.: American Personnel and Guidance Association; Oxnard, Calif.: Oxnard School Dist., 1969. MF-$0.25 HC-$0.50 8P.

The years 14 and 40 are apparently traumatic for gifted women. By 40, love needs have been satiated and the suppressed cognitive needs come to the surface. At 40, many women find resistance in fulfilling these goals due to age, fear, or other external factors. (Author/SJ)

(33) ED 031 750 Hummel, Dean L. INDIVIDUAL APPRAISAL AND ASSESSMENT--THEIR ESSENTIAL PRINCIPLES. Athens: College of Education, Ohio University, 1969. MF-$0.25 HC-$0.40 6P.

There is no single best appraisal technique or procedure. Procedures involve study of the self in the situation--the individual in his total environment. The total process of appraisal would best be stimulated through a satisfactory initial counseling interview. The whole staff must also become involved. (Author/KJ)

(34) ED 031 751 Hummel, Dean L. RATIONALE FOR PUPIL PERSONNEL SERVICES. Athens: College of Education, Ohio University, 1968. MF-$0.25 HC-$0.60 10P.

There are eight urgent contemporary issues that must be resolved before any rationale of pupil personnel services can be of consequence. (Author/KJ)

(35) ED 031 752 Delaney, Daniel J. A BEHAVIORAL MODEL FOR THE PRACTICUM SUPERVISION OF COUNSELOR CANDIDATES. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.35 5P.

Practicum is an essential experience in helping students develop the necessary skills to function as a counselor. A behavioral model of supervision is presented. (Author/SJ)

(36) ED 031 753 Dickmann, Robert A. THE USE OF FUNCTIONAL JOB ANALYSIS AS AN AID TO PERSONNEL. Washington, D.C.: National Vocational Guidance Association; American Personnel and Guidance Association; Baltimore, Md.: Johns Hopkins University, 1969. MF-$0.25 HC-$1.10 20P.

Efforts are being made to develop career ladders to allow for orderly progression as a worker develops in his ability with Things, Data and People. These guidelines can form a major factor in the evaluation of a worker. (Author/KJ)

(37) ED 031 754 Andrews, Joseph K. THE RESULTS OF A PILOT PROGRAM TO TRAIN TEACHERS IN THE CLASSROOM APPLICATION OF BEHAVIOR MODIFICATION TECHNIQUES. Havre de Grace, Md.: Harford-Cecil Supplementary Education Center, 1969. MF-$0.25 HC-$0.45 7P.

Operant techniques can be effective in bringing about student, as well as teacher behavior change. In-service training in this area is valuable in providing teachers with effective techniques for changing classroom behavior, and thus reducing the heavy load on school psychologists. (Author/KJ)

(38) ED 031 755 Dawson, Paul A. A STUDY OF HIGH SCHOOL STUDENTS' SOURCES OF AUTHORITY INFORMATION AND THEIR RESISTANCE TO THESE SOURCES. FINAL REPORT. BR-7-E-009, East Lansing: Michigan State University, 1969. MF-$0.75 HC-$9.55 189P.

Both open and closed minded persons without information will choose in accordance with authorities. (Author/KJ)

(39) ED 031 758 Johnston, Lloyd D.; and Others. WORKING PAPER 5: AMERICAN HIGH SCHOOLS; SOME ORGANIZATIONAL CHARACTERISTICS AND FACTORS RELATED TO TEACHER SATISFACTION, COUNSELOR SATISFACTION, AND THE QUALITY OF COUNSELING PROGRAMS. INTERIM REPORT. BR-5-0196, Ann Arbor: Survey Research Center, Michigan University, 1969. MF-$0.50 HC-$3.25 63P.
Teachers perceive the influence picture as hierarchical with their moderate influence limited to the classroom. The majority of teachers view themselves as satisfied with career and job. Administrators increase counselor satisfaction and counseling quality when they are concerned with school problems and are innovative in solutions to them. (KJ)

(40) ED 031 759 Ringness, Thomas A. IDENTIFICATION PATTERNS, ACHIEVEMENT VALUES, AND BEHAVIOR ORIENTATIONS AS PREDICTORS OF ACADEMIC ACHIEVEMENT OF EIGHTH-GRADE GIRLS. REVISION NO. ONE. BR-7-E-208, Madison: Wisconsin University, 1968. MF-$0.50 HC-$4.95 97P.
Achievement was found to be related to the subjects achievement motivation, lack of nonconformity, and relative desire for peer identification. These in turn were related to parental identification and to achievement values of close friends. (Author/KJ)

(41) ED 031 761 Harding, Francis D. WHAT CAN HAPPEN WHEN THERE ARE ENOUGH COUNSELORS. ONE APPROACH AT A TWO-YEAR TECHNICAL INSTITUTE. Washington, D.C.: American Personnel and Guidance Association; Washington, D.C.: Washington Technical Institute, 1969. MF-$0.25 HC-$0.75 13P.
Washington Technical Institute (WTI) is a student centered junior college which places high value on counselor function as developmental advisors. The responsibilities of the job are outlined. No evaluation is available yet. (SJ)

(42) ED 031 762 Van Hoose, William H. GUIDANCE FOR TOTAL DEVELOPMENT. Detroit: Wayne State University, 1969. MF-$0.25 HC-$0.70 12P.
Elementary school guidance objectives and functions are dealt with in this paper. (KJ)

(43) ED 031 763 Lifton, Walter M. CAN YOU BRAINWASH FOR DEMOCRACY? Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.55 9P.
This talk considers the functioning of the counselor in a social context. The author discusses those areas where he feels the profession should direct its attention. Counselors have a moral responsibility to evaluate how their activities affect society, from whom they derive authority and to whom they are accountable. (CJ)

(44) ED 031 764 Gordon, Jesse E. COUNSELING ROLES IN THE PUBLIC EMPLOYMENT SYSTEM. Ann Arbor: Michigan University, 1969. MF-$0.25 HC-$0.95 17P.
There are five interconnected functions in counseling roles. Three functions (behavior change, decision-making, and advocacy) fall to the professional counselor, one (teaching) to the nonprofessional, and one (social-emotional support) to the indigenous worker. (KJ)

(45) ED 031 765 Kennedy, Daniel A. SOCIOMETRIC ASSESSMENT: A VALIDITY STUDY. Honolulu: Hawaii University, 1969. MF-$0.25 HC-$0.55 9P.
This paper reports a validity study of a sociometric technique described by Barclay. Results were interpreted as supporting the use of Barclay's sociometric technique for the purpose of making assessments of school adjustment in children. (Author/EK)

(46) ED 031 766 Cohen, Karen C. THE EFFECTS OF TWO SIMULATION GAMES ON THE OPINIONS AND ATTITUDES OF SELECTED SIXTH, SEVENTH, AND EIGHTH GRADE STUDENTS. REPORT NUMBER 42. BR-6-1610-R-41, Baltimore: Center for the Study of Social Organization of Schools, Johns Hopkins University; Worcester, Mass.: Worcester Public Schools, 1969. MF-$0.25 HC-$1.15 21P.
Simulation games were used with students not interested or not benefiting from traditional classroom approaches. The conclusions were: (1) students enjoyed playing the games; (2) students talked about the games outside school; and (3) attitudes were changed as a result of their simulated environments set up in the games. (ST)

(47) ED 031 767 Harry, Lindy. USING SIMULATION GAMES IN THE CLASSROOM. REPORT NUMBER 44. BR-6-1610-44, Baltimore: Center for the Study of Social Organization of Schools, Johns Hopkins University, 1969. MF-$0.25 HC-$0.85 15P.
The Center for the Study of Social Organizations at Johns Hopkins University has developed suggestions for evaluating, preparing, introducing, playing, discussing, and modifying simulation games for classroom use. (Author/KJ)

(48) ED 031 768 Bolvin, John O., and Glaser, Robert. DEVELOPMENTAL ASPECTS OF INDIVIDUALLY PRESCRIBED INSTRUCTION. BR-5-0253, Pittsburgh: Learning Research and Development Center, Pittsburgh University, 1969. MF-$0.25 HC-$0.35 5P.
The Individually Prescribed Instruction project is an investigation into individualizing instruction. Placement tests, pre-unit tests, and post tests evaluated progress. (Author/KJ)

(49) ED 031 769 Beggs, Donald L., and Mayer, G. Roy. THE EDUCATIONALLY DISADVANTAGED ELEMENTARY SCHOOL CHILD: ANXIETY REDUCTION AND BEHAVIORAL CHANGE THROUGH PUBLIC COMMITMENT AND COUNSELING. FINAL REPORT. BR-8-E-088, Carbondale: Southern Illinois University, 1969. MF-$0.25 HC-$2.70 52P.
Three major conclusions: (1) counseling with or without public commitment was not found to positively influence the five criteria; (2) certain counseling "conditions" appeared irrelevant to some behavioral problems; and (3) attitudes of teachers who consulted with counselors improved toward guidance while attitudes of teachers who did not consult with counselors deteriorated. (Author/KJ)

(50) ED 031 770 McWhinnie, Harold J. THE EFFECTS OF A LEARNING EXPERIENCE UPON PREFERENCE FOR COMPLEXITY AND ASYMMETRY: VARIABLES OF PERCEPTUAL FIELD INDEPENDENCE, AND THE ABILITY TO HANDLE VISUAL INFORMATION. FINAL REPORT. BR-7-E-123, Columbus: Research Foundation, Ohio State University, 1969. MF-$1.00 HC-$12.55 249P.
This study investigates the effects of a specific type of perceptual training upon the aesthetic preference. Significant treatment effects were achieved on variables of creativity, and aesthetic preference for complexity-asymmetry. Significant correlations were achieved on a number of variables studied. (Author/KJ)

(51) ED 031 771 Cohen, Rosalie. THE RELATION BETWEEN SOCIO-CONCEPTUAL STYLES AND ORIENTATION TO SCHOOL REQUIREMENTS. BR-5-0253-42, Pittsburgh:

Learning Research and Development Center, Pittsburgh University, 1967. MF-$0.25 HC-$1.20 22P.
Conceptual styles are developed, stimulated, and reinforced in the primary group participation. It is possible to predict the development of new response patterns through changes in primary group membership and to explain mixed and conflicting types of scores as well as polar response types. (Author/KJ)

(52) ED 031 772 Larson, Lyle Eugene. THE STRUCTURE AND PROCESS OF SOCIAL INFLUENCE DURING ADOLESCENCE: AN EXAMINATION OF THE SALIENCE HIERARCHY. FINAL REPORT. BR-7-I-105, Edmonton (Alberta) Canada: Alberta University, 1969. MF-$0.75 HC-$7.20 142P.
The quality of the adolescent's relationship with his parents is an important predictor of the salience hierarchy during adolescence. Grade level is an efficient predictor of reference set preferences. Adolescents do not reject parents but rather expand their influence horizons to a larger number and kind of referents. (Author/KJ)

(53) ED 031 816 Gudridge, Beatrice M. SEX EDUCATION IN SCHOOLS. EDUCATION U.S.A. SPECIAL REPORT (9th). Washington, D.C.: National School Public Relations Association, 1969. MF-$0.25 HC-Not available from EDRS. Available from National School Public Relations Association, 1201 Sixteenth St. NW, Washington, D.C., 20036 (Single copy $3.00, quantity discounts) 49P.
This special report describes the state of current sex education programs and policies and offers guidelines for developing sex education programs. Policy and curriculum guides are included. (JH)

(54) ED 032 002 Pinnell, Charles; and Others. AUTOMATED REGISTRATION SYSTEM FOR COLLEGES AND UNIVERSITIES. College Station: Texas A and M University, 1969. MF-$0.25 HC-$2.95 57P.
The system was very effective in providing students with desired courses and with better counseling. Records and reporting improved. Manual effort and time required for registration decreased. Student acceptance was good, although they showed a lack of ability to select individual professors and specific course times. (DS)

(55) ED 032 005 Vaughn, Harold A. THE U.S. STUDENT MOVEMENT: A CROSS-CULTURAL AND HISTORICAL PERSPECTIVE. Syracuse, N.Y.: Syracuse University, 1969. MF-$0.25 HC-$1.90 36P.
The present student movement is political. The university must undertake the resolution of problems directly related to its educational and parietal role, and must minimize sources of conflict that are social and political in nature. (DS)

(56) ED 032 006 Bayer, Alan E., and Astin, Alexander W. CAMPUS DISRUPTION DURING 1968-1969. Washington, D.C.: Office of Research, American Council on Education, 1969. MF-$0.25 HC-$2.50 48P.
Most institutions are attempting to respond in meaningful ways to major campus protests. A majority of institutions made substantive changes in rules and policy during 1968 and 1969, but, are still likely to experience more unrest in years to come. (WM)

(57) ED 032 007 COLLEGE ADMISSIONS. THE STUDENT FROM SCHOOL TO COLLEGE. New York: College Entrance Examination Board, 1957. Not available from EDRS. Available from College Entrance Examination Board, Publications Order Office, Princeton, N.J. 08540, or Box 1025, Berkeley, California 94701 ($3.00) 114P.
Papers concerned with basic philosophies of admissions, evaluating the individual student, with a major emphasis on the personality factor as it applies to admissions, helping the student through his transition from school to college, and is an "exercise in assessment" in which the reader is asked to "admit" a certain number of applicants. (DS)

(58) ED 032 008 Anastasi, Anne; and Others. THE VALIDATION OF A BIOGRAPHICAL INVENTORY AS A PREDICTOR OF COLLEGE SUCCESS. DEVELOPMENT AND VALIDATION OF THE SCORING KEY. New York: College Entrance Examination Board, 1960. Not available from EDRS. Available from College Entrance Examination Board, Box 592, Princeton, N.J. 08540 ($2.00) 74P.
Although academic achievement was taken into account, the criterion of college success emphasized nonintellectual factors and was shown to be differentiable from the usual grade-point average criterion. Analysis of other aptitude, achievement, personality, and interest tests indicated that the Biographical Inventory differentiated more effectively than the other predictors. (Author/DS)

(59) ED 032 009 Duggan, John M., and Hazlett, Paul H., Jr. PREDICTING COLLEGE GRADES. A COMPUTATION WORKBOOK FOR ESTIMATING FRESHMEN GRADE AVERAGES FROM HIGH SCHOOL RECORDS AND COLLEGE BOARD SCORES. New York: College Entrance Examination Board, 1963. Not available from EDRS. Available from College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 ($2.00) 70P.
Workbook for admissions officers interested in using a combination of objective test scores and high school grades to forecast an applicant's capacity for freshman academic work. (DS)

(60) ED 032 021 Senterfitt, Pam, and Toothaker, Allen. A TRAINING PLAN FOR CAMPUS-COMMUNITY ORGANIZERS. Washington, D.C.: Tutorial Assistance Center, United States National Student Association, 1969, Not available from EDRS. Available from U.S. National Student Association, 2115 S. Street NW, Washington, D.C. 20008 ($3.00) 36P.
Students can assist the poor in establishing community learning centers, tutorial programs, adult education programs, and other educational and recreational facilities. A variety of training models are presented which place an emphasis on the development of the trainee's clear understanding of his motivations, role, and expectations. (JS)

(61) ED 032 045 Gold, Ben K. THE FALL, 1968 STUDENT COUNSELOR ASSISTANT PROGRAM: AN EVALUATION. Los Angeles: Los Angeles City College, 1969. MF-$0.25 HC-Not available from EDRS. 35P.
Using three groups of socioeconomically disadvantaged youth, this study compared their staying power in college. Group A, counseled by paraprofessional student counselors, persisted at a higher rate than either group B, which received no counseling, or group C, a comparison group from a previous semester. Subjective data is summarized. (MC)

(62) ED 032 057 O'Banion, Terry. JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS IN COLORADO.

Denver: Colorado State Board for Community Colleges and Occupational Education, 1969. MF-$0.25 HC-$0.75 13P.
This study of student personnel programs lists the strengths and weaknesses of the programs studied and gives recommendations. (HH)

(63) ED 032 071 Collins, Charles C. SOME STUDENT CHARACTERISTICS AND THEIR IMPLICATIONS FOR STUDENT PERSONNEL WORK. 1969. MF-$0.25 HC-$1.35 25P.
Characteristics of the junior college students are given. Then suggestions are made to counselors for working with these students. (HH)

(64) ED 032 074 Cohen, Arthur M. THE RELATIONSHIPS AMONG STUDENT CHARACTERISTICS, CHANGED INSTRUCTIONAL PRACTICES AND STUDENT ATTRITION IN JUNIOR COLLEGE. FINAL REPORT. BR-8-I-055, Washington, D.C.: Bureau of Research, Office of Education (DHEW), 1969. MF-$0.25 HC-$4.75 93P.
Significant relationships were found between high Complexity scores and dropout. Other significant findings were: (1) dropouts were enrolled for fewer than twelve units; (2) tended to be employed more time outside of school; (3) had attended more schools prior to tenth grade; (4) had mothers with less education. (Author)

(65) ED 032 115 O'Bryan, Sharleen; and Others. EVALUATION OF THE DEMONSTRATION PHASE OF THE TEEN TUTORIAL PROGRAM: A MODEL OF INTERRELATIONSHIP OF SEVENTH GRADERS, KINDERGARTEN PUPILS AND PARENTS TO MEET THE DEVELOPMENTAL NEEDS OF DISADVANTAGED CHILDREN. Grove City, Ohio: South-Western City School District, 1968. MF-$1.00 HC-Not available from EDRS. 254P.
The project proposed to (1) provide the seventh graders with a course in human relations and family living; (2) offer the teenagers a chance to tutor kindergarten children; and (3) educate the parents of the children involved. (WD)

(66) ED 032 126 Litman, Frances. ENVIRONMENT INFLUENCES ON THE DEVELOPMENT OF ABILITIES. BR-5-0215, Cambridge, Mass.: Graduate School of Education, Harvard University, 1969. MF-$0.25 HC-$0.65 11P.
The quality rather than quantity of mother-child interaction was significant. Five patterns of maternal behavior were described. (DR)

(67) ED 032 134 Aldous, Joan. CHILDREN'S PERCEPTIONS OF ADULT ROLES AS AFFECTED BY CLASS, FATHER-ABSENCE AND RACE. Nashville, Tenn.: Demonstration and Research Center for Early Education, George Peabody College for Teachers, 1969. MF-$0.25 HC-$1.30 24P.
In general, there are no class differences between father-absent and father-present children in preceptions of adult roles. Father-absent Negro girls minimized the male role within (but not outside) the family, and Negro boys see men as responsible family participants whether or not a father is present. (DO)

(68) ED 032 154 Sistrunk, Joan; and Others. A STUDY OF EDUCATIONAL VALUES IN CONTRASTING RURAL COMMUNITIES OF LOW-INCOME AREAS. FINAL REPORT. BR-6-8271, Manhattan: Kansas State University, 1967. MF-$0.75 HC-$6.75 133P.
More students planned to attend col ege in communities that stressed going to college as a key to later success. Family influences play a large part in the educational and occupational aspirations of young people. (EV)

(69) ED 032 170 Kuvlesky, William P. A SYNTHETIC OVERVIEW OF RESEARCH ON RURAL YOUTH'S PROJECTIONS FOR OCCUPATIONAL AND EDUCATIONAL ATTAINMENT: A PROGRESS REPORT. College Station: Agricultural Experiment Station, Texas A and M University, 1969. MF-$0.50 HC-$3.15 61P.
A synthesis of research studies pertaining to the status projections of rural youth. (TL)

(70) ED 032 353 Lambert, Nadine M. THE PROTECTION AND PROMOTION OF MENTAL HEALTH IN SCHOOLS, MENTAL HEALTH MONOGRAPH 5. REVISED 1965. Bethesda, Md.: National Institute of Mental Health (DHEW), 1965. MF-$0.50 HC-Not available from EDRS. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.40) 67P.
Eight papers devoted to mental health and schools on the conceptual basis for prevention of mental and emotional disorders in children and adults. (NH)

(71) ED 032 368 Cervantes, Lucius F. THE DROPOUT: CAUSES AND CURES, 1969. Not available from EDRS. Available from University of Michigan Press, Ann Arbor, Mich. (AA148, $2.45) 244P.
The goal of this study is to investigate, analyze, and elaborate upon the social background, "influential others," and personality characteristics of 300 youths, half of whom continued their education at least to graduation from high school and half of whom dropped out of high school. (NH)

(72) ED 032 382 Dubato, George S. A FEASIBILITY STUDY TO INVESTIGATE THE STRUCTURE AND OPERATION OF A MODEL OCCUPATIONAL INFORMATION DISSEMINATION UNIT WHICH WOULD OPERATE BETWEEN THE NEW YORK STATE EMPLOYMENT SERVICE AND THE NEW YORK STATE EDUCATION DEPARTMENT. BR-6-3019, Albany: Bureau of Occupational Education Research, New York State Education Dept., 1967. MF-$0.75 HC-$8.35 165P.
The responses indicated that counselors felt less well prepared in occupational information than in other aspects of their work, and that both counselors and administrators valued highly the kinds of information which the Employment Service could supply. (CH)

(73) ED 032 427 Campbell, Robert E.; and Others. VOCATIONAL DEVELOPMENT OF DISADVANTAGED JUNIOR HIGH SCHOOL STUDENTS. FINAL REPORT. RESEARCH SERIES NO. 41. BR-7-0158, Columbus: Center for Vocational and Technical Education, Ohio State University, 1969. MF-$0.50 HC-$4.65 91P.
Socioeconomic disadvantagement is relevant to the community context. The differences between disadvantaged and non-disadvantaged students did not appear as frequently as might have been expected. Disadvantaged students had lower educational aspirations and viewed school, teachers, jobs more favorably than nondisadvantaged. (DM)

(74) ED 032 430 Stogdill, Ralph M., and Bailey, Walter R. CHANGING THE RESPONSE OF VOCATIONAL STUDENTS TO SUPERVISION: THE USE OF MOTION PICTURES AND GROUP DISCUSSION. FINAL REPORT. RESEARCH SERIES NO. 44. BR-7-0158, Columbus: Center for Vocational and Technical Education, Ohio State University, 1969. MF-$0.25 HC-$2.30 44P.
Determines whether viewing and discussing five movies, each depicting a different pattern of supervisory behavior, would enable maladjusted students to react more favorably to supervision. The results for all groups, except well-adjusted girls, favored the experimental groups that saw and discussed the movies. (DM)

(75) ED 032 433 ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (AIM), SUMMER 1969. Columbus: Center for Vocational and Technical Education, Ohio State University, 1969. MF-$0.75 HC-$8.30 164P.
This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. (EL)

(76) ED 032 496 Harris, Dale B., and Ebert, Ronald S. PSYCHOLOGICAL PROBLEMS IN THE AMERICAN FAMILY. University Park: Center for Continuing Liberal Education, The Pennsylvania State University, 1967. Not available from EDRS. Available from The Pennsylvania State University, Center for Continuing Education, University Park, Pa., 16802 506P.
This guide provides the basis for a study-discussion course in the social psychology of the American Family, designed to give an overview of major areas of stress in contemporary family life, to define and offer possible solutions to these problems, and to present some consideration of their meaning for individuals. (SE)

(77) ED 032 504 Kent, James A. EDUCATION IN THE NEW CAREERS PROGRAM. NEW CAREERS PERSPECTIVES REPRINT SERIES NUMBER 8. Washington, D.C.: Information Clearinghouse on New Careers, University Research Corp., 1969. MF-$0.25 HC-$0.80 14P.
The New Careers program has developed two innovative features: (1) training is based on a process model of education; and (2) the program is committed to developing as trainers persons who are from a poverty or minority group background. (JK)

(78) ED 032 548 Herzog, John D., and Finn, Chester E., Jr. SCHOOLS, HEALTH CARE, AND THE COMMUNITY: PROPOSALS FOR COLLABORATION IN MISSION HILL-PARKER HILL AND IN GREATER BOSTON. FINAL REPORT. Boston: Boston Public Schools; Cambridge, Mass.: Graduate School of Education, Harvard University, 1968. MF-$0.50 HC-$3.55 69P.
Some conclusions are: specific boundary problems will lead to imbalance in the schools; a health manpower training program is needed to meet the needs of nearby Boston; and the hospitals and universities agree that they should provide better, more comprehensive health care for the community. (Author/KJ)

(79) ED 032 550 Koolen, Martin F. EVALUATION SUMMARY FOR THE COOPERATIVE MENTAL HEALTH SERVICE. Washington, D.C.: Div. of Plans and Supplementary Centers, Office of Education (DHEW), 1968. MF-$0.50 HC-$3.25 63P.
The roles of the various personnel in the program are discussed as are workshops and inservice training. The University of Nebraska set up an evaluation of this program. Two measures were considered: change in teacher's attitude and change in pupil behavior. The results indicate that teachers' attitudes do change with participation in the workshops. The data obtained on perceived change in student behavior do not support the program. (KJ)

(80) ED 032 554 Thompson, Charles L. COUNSELING ELEMENTARY SCHOOL STUDENTS: TECHNIQUES AND PROPOSALS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.75 13P.
The present study was aimed at three tasks: (1) identification of pupil learning, behavior, and adjustment problems for which teachers feel they need new remedial strategies; (2) the presentation of a rationale for utilizing behavior change strategies; and (3) testing of three strategies for working with representative teacher identified problems. (Author/KJ)

(81) ED 032 557 Van Hoose, William H. ELEMENTARY SCHOOL COUNSELOR PREPARATION: A MODEL. Detroit, Michigan: Wayne State University, [1969]. MF-$0.25 HC-$0.50 8P.
Since relevance for elementary school counseling cannot be subsumed within traditional offerings in counselor education, a differentiated preparation must be devised. A model program including listings of competencies required, specific content areas, and laboratory experiences, is presented in a two-year graduate format. (KJ)

(82) ED 032 558 Van Hoose, William H., and Kurtz, Sister Marie. STATUS OF GUIDANCE AND COUNSELING IN THE ELEMENTARY SCHOOL. [1967]. MF-$0.25 HC-$0.60 10P.
Such matters as number of counselors employed, their sources of financial support, professional background, certification and state standards were examined through the use of a questionnaire. Response was 100 percent. (Author)

(83) ED 032 560 Van Atta, Ralph E. (Ed.) INNOVATIONS IN COUNSELING. Austin: Texas University, 1968. MF-$0.50 HC-$4.35 85P.
In the papers collected in this monograph, there is none which does not reflect a changing perception of the counselor and his function. Some issues discussed are: (1) that counselors should stop counseling individuals and instead attempt to influence curriculum and community environment; (2) that counselors, if given a choice, should get out of the business of counseling with individual students and into the business of counseling teachers; and (3) that total feedback on counseling would make for more accurate assessments than partial feedback in supervision. (Author/KJ)

(84) ED 032 561 Ratchick, Irving. PERSPECTIVES ON COUNSELOR EDUCATION AND SERVICES TO DISADVANTAGED MINORITY GROUP YOUTH. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.60 10P.
Perspectives should include: (1) a broader background in social psychology; (2) sensitivity training; (3) understanding of the cultural contributions of ethnic groups; (4) additional knowledge of measurement and research; (5) more selective screening in choosing applicants for counseling; and (6) a greater understanding of the world of work for different groups. (Author)

(85) ED 032 562 Standing, G. Robert. PEER GROUP INFLUENCE, HOUSE GROUP DIFFERENCES AND THE RESIDENCE HALL CLIMATE OF LEARNING. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$1.20 22P.
The House Analysis Survey (HAS) was used to assess inter-hall and house differences. Among the list of general observations were: (1) the characteristics of residence hall groups vary extensively; (2) undertones of non-intellectual behavioral norms exist; and (3) the climate of learning has no demonstrable effect on freshman academic performance when the influence of academic ability is removed. (Author/KJ)

(86) ED 032 564 Wilson, Charles Z. RECRUITMENT, ACADEMIC SUPPORT, FINANCIAL AID, AND SOME INTERRELATED CONSIDERATIONS. Los Angeles: California University, 1969. MF-$0.25 HC-$0.60 10P.
Recruitment of groups, traditionally barred from regular college admission has been pursued with the help of minority students who go into the community to provide a peer group setting in which to tell the story of the University. Financial assistance is provided to students, student aides, and recruiters. (CJ)

(87) ED 032 565 Russell, Norman K. ACADEMIC COUNSELING--A COUNSELING CENTER FUNCTION. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.65 11P.
If the Counseling Center is to be the single office for all types of student help and information concerning academic and personal problems, then the doors must stand open to receive all students regardless of their needs. (Author)

(88) ED 032 568 Frelick, John Paul. RADICAL DIVERSITY IN GLOBAL CONTEXT; THEORETICAL REFLECTIONS ON INTERNATIONAL EDUCATION. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$1.05 19P.
The role of the university is such that it can become more relevant to the world in which it functions by seeking cultural encounters beyond itself rather than by merely defending the majority culture and its ideological rationale. (CJ)

(89) ED 032 569 Demos, George D. COUNSELING WITH THE DRUG ABUSER. Long Beach: California State College, 1969. MF-$0.25 HC-$0.50 8P.
Many of the young drug abusers see themselves in a non-performance role, and it is the counselors' job to help them see themselves as people who can and do perform. Some suggestions are offered for effecting the desirable change in self-concept. (SJ)

(90) ED 032 570 Swisher, John D., and Horman, Richard E. EVALUATION OF TEMPLE UNIVERSITY'S DRUG ABUSE PREVENTION PROGRAM. Philadelphia: Temple University, 1968. MF-$0.50 HC-$3.65 71P.
Conclusions are: (1) information gains were significant as a result of the conference; (2) attitudes of undergraduates were altered favorably; (3) participants were stimulated to acquire and disseminate additional information on drug education; and (4) the conference format was considered appropriate by the participants. (Author/CJ)

(91) ED 032 573 Holland, John L. AN INTRODUCTORY GUIDE TO THE COMMUNITY COLLEGE GUIDANCE PROFILE (CCGP). Iowa City, Iowa: Research and Development Div., American College Testing Program, 1968. Not available from EDRS. Available from American College Testing Program, Iowa City, Iowa, 39P.
The CCGP was developed to accelera e and simplify the assessment process in vocational and educational guidance. It includes six main sections: (1) educational and vocational aspirations; (2) self estimates of abilities and personal traits; (3) vocational interests; (4) activities and potentials; (5) competencies; and (6) special educational needs. Data on validity and reliability are included in the report. (Author/KJ)

(92) ED 032 574 Birnbaum, Martin L. JOINT TRAINING OF PROFESSIONALS AND NON-PROFESSIONALS FOR TEAM FUNCTIONING. New York: Center for the Study of Unemployed Youth, New York University, 1968. MF-$0.35 HC-$1.10 20P.
Professional and non-professional teamwork received heavy emphasis in two projects: (1) Project ENABLE (Education for Neighborhood Action for Better Living Environment), and (2) the Child Study Association, Project Head Start Training Program for Parent Participation. Parent group education is the main method used. Both professionals and nonprofessionals from poverty neighborhoods work with parents. The teamwork enhances the role functioning of both the professional and non-professional. (Author/KJ)

(93) ED 032 575 Grossman, Jack H. A DIAGNOSTIC AID TO FACILITATE COUNSELING WITH ACADEMIC UNDERACHIEVERS. Chicago: School of Education, De Paul University, 1969. MF-$0.25 HC-$1.45 27P.
The Special Incomplete Sentences Blank (SISB) was developed as a means of providing students with latitude for expressing their feelings regarding issues which may concern them. After being administered to a group of low, under, and high achievers: (1) consider school less burdensome, (2) have a higher self value, and (3) are not as rebellious toward authority. This test shows promise as a diagnostic tool. (Author/KJ)

(94) ED 032 579 PUPIL PERSONNEL SERVICES WORKSHOP: DEVELOPING A TEAM APPROACH TO PUPIL SERVICES. Tallahassee: Florida State Dept. of Education, [1969]. MF-$0.50 HC-$5.90 116P.
The workshop was an effort on the part of many people in Florida to explore ways of working together and strengthening lines of communication for better coordination and continuity in pupil personnel services. A further effort was to coordinate condition for personal growth and development of the individual. The speeches given are printed in their entirety. (Author/KJ)

(95) ED 032 581 SECOND ANNUAL REPORT, JUNE 1, 1967-MAY 31, 1968. Cambridge, Mass.: Graduate School of Education, Harvard University; New England Education Data Systems; West Newton, Mass.: Newton Public Schools, 1968. MF-$0.75 HC-$8.80 174P.
The objective of the Information System for Vocational Decisions (ISVD) is to improve vocational decision-making through the use of a computer-based guidance system. This report has six parts: (1) the inception of the information system for vocational decisions; (2) theory and design; (3) work organization including accomplishments and plans; (4) authority and personnel of ISVD; (5) publications of ISVD; and (6) appendices. (Author/KJ)

(96) ED 032 582 Bush, Donald O.; and Others. BETWEEN EDUCATION AND THE WORLD OF WORK; THE IMAGE OF THE WORLD OF WORK. OCCUPATIONAL EDUCATION PROGRAM. Greeley, Colo.: Rocky Mountain

Educational Lab., Inc., 1969. MF-$0.50 HC-$6.20 122P.
The activity Image of the World of Work is designed to influence and nurture positive work relevant attitudes of seventh grade pupils as well as to increase pupils' knowledge of occupational information and career alternatives. The workshops designed to help teachers carry out this program are described in this report. (Author/KJ)

(97) ED 032 585 Schimel, John L. DILEMMAS OF THE GIFTED ADOLESCENT. 1968. MF-$0.25 HC-$0.65 11P.
Since gifted adolescents tend to report in terms of high level abstractions and express many complex theories, it may take special effort to get data from them upon which new categories and theories can be developed. The therapist must distinguish between the gifted schizophrenic and the non-schizophrenic, enter the realms of abstract thought, be aware of the gifted's defensive functions, and meet the patient on his grounds. (Author/KJ)

(98) ED 032 586 Maes, Wayne R. (Ed.) COUNSELING: A VENTURE IN HUMAN FREEDOM. RESEARCH AND SERVICES BULLETIN NO. 25. Tempe: Bureau of Educational Research and Services, Arizona State University, 1968. Not available from EDRS. Available from Bureau of Educational Research and Services, Merwin Deever, Director, College of Education, Arizona State University, Tempe, Ariz. ($1.50) 61P.
This monograph deals with some of the philosophical controversy which underlies the contrasting approaches of Rogers and Skinner, portrays the impact of the existential approach in freeing people to be more creative, points out ways in which behavioral techniques can expand the options from which one can choose, and shows how creative counselors can devise numerous techniques, some of which seem more existential in nature and depend upon an immediate interpersonal relationship to bring about change, and some of which may be explained through modeling theory. (Author)

(99) ED 032 587 Glovinsky, Sanford J. BIBLIOGRAPHY OF GUIDANCE AND GUIDANCE-RELATED MATERIALS. Detroit: Wayne County Intermediate School District, [1969]. MF-$0.50 HC-$3.25 63P.
Lists audio visual materials, books, and booklet series, grouped under general education, guidance, psychology-mental health, sociological grouping, testing material, and vocational-occupational information. (KJ)

(100) ED 032 588 TRANSITIONAL YEAR PROGRAM--UMKC (UNIVERSITY OF MISSOURI-KANSAS CITY). Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.80 14P.
This program was planned to minimize the difficulties encountered by freshmen during the transition from high school to college study. The program includes: (1) counseling, mainly academic; (2) tutorial work; (3) special English courses concentrating on writing; (4) developmental reading and/or mathematics courses and (5) financial assistance. (Author/KJ)

(101) ED 032 590 Dean, Donald W., and Humann, Julius A. A REPORT OF A PILOT PROGRAM IN ELEMENTARY SCHOOL GUIDANCE. 1965-1966, 1967-1968. Lincoln, Nebr.: Lincoln Public Schools; Nebraska State Department of Education, 1968. MF-$0.50 HC-$6.05 119P.
The need for early identification of pupil needs is evident. Using the basic assumption that guidance and counseling personnel might best meet these needs, an idea for conducting a pilot program in elementary school guidance evolved. A summary of the program including methods of evaluation and general remarks is given. (Author/KJ)

(102) ED 032 592 Bell, David G. COLLEGE GUIDANCE ASPECTS OF THE EDUCATIONAL OPPORTUNITY PROGRAM. Northridge, Calif.: San Fernando Valley State College, 1969. MF-$0.25 HC-$0.35 5P.
Discusses admission to college of some 225 educationally and economically disadvantaged students. Criteria were drawn up as necessities for an effective counselor: accepting, available, straightforward, aware of black causes, participant in a training program. (Author/KJ)

(103) ED 032 594 GUIDANCE IN THE ELEMENTARY SCHOOL. VOLUME 36, NO. 7. Frankfort: Div. of Guidance Services, Kentucky State Dept. of Education, 1968. MF-$0.50 HC-$4.50 88P.
Included in the overview of elementary guidance are the purposes, philosophy and needs of elementary schools, as well as the major goals of guidance services at this level. In planning and organizing the program, the roles of school personnel in the elementary guidance program are discussed. (Author/KJ)

(104) ED 032 595 Price, Roy A.; and Others. FIRST YEAR HUMAN RELATIONS PROJECT. FINAL REPORT. Syracuse, N.Y.: Syracuse City School District; Social Studies Curriculum, Syracuse University, 1969. MF-$0.50 HC-$5.05 99P.
Students indicated a desire to have a course within the regular structure of the school which would help them deal with interpersonal and interracial relations. Four teachers planned the course with two ideas: the students should do the main planning, and they should be involved in the course. Methods, content, structure, and conferences are explained. (Author/KJ)

(105) ED 032 596 FINANCING A COLLEGE EDUCATION: A GUIDE FOR COUNSELORS. New York: College Entrance Examination Board, 1969. MF-$0.25 HC-Not available from EDRS. Available from The College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 (1-5 copies free, quantities above five at 25¢ per copy. Payment should accompany order.) 44P.
This booklet describes how students can finance their college expenses, how the College Scholarship Service functions, and how financial need is determined. Included are a number of suggestions helpful to a counselor. (Author/KJ)

(106) ED 032 598 Zytkoskee, Adrian; and Others. DELAY OF GRATIFICATION AND INTERNAL VERSUS EXTERNAL CONTROL AMONG LOW SOCIO-ECONOMIC ADOLESCENTS. Atlanta: Paper was presented at the Southeastern Psychological Association Convention, 1969. MF-$0.25 HC-$0.80 15P.
Compares responses of Negro and white lower socio-economic ninth grade adolescents on belief in internal versus external control of reinforcement and delay of gratification under high and low status conditions. No relationship was found between internal-external control or the status conditions and delay behavior. (Author)

(107) ED 032 600 Bednar, Richard L., and Parker, Clyde A. CLIENT SUSCEPTIBILITY TO PERSUASION AND COUNSELING OUTCOME. Washington, D.C.: American

Psychological Association, 1969. MF-$0.25 HC-$1.15 21P.
Results of the investigation indicated that: (1) the divergent counseling treatment procedures were equally successful in effecting change of equivalent magnitude, but in divergent directions; (2) there were no differences in client satisfaction between the two counseling treatments; (3) susceptibility to persuasion did not significantly influence magnitude of change; and (4) high persuasibiiity subjects expressed greater interest in continuing treatment as well as attempting new behaviors. (Author)

(108) ED 032 601 Shaffer, Scott C.; and Others. THE RELATIONSHIP OF INDIVIDUAL DIFFERENCE MEASURES TO SOCIO-ECONOMIC LEVEL AND TO DISCRIMINATION LEARNING. Atlanta: Emory University, 1969. MF-$0.25 HC-$1.10 20P.
Results suggest that the attention level of the relevant dimension is a major variable in discrimination learning. Further investigation of the personality correlates of discrimination learning is also suggested. (Author)

(109) ED 032 602 Gump, Larney R., Jr. SOPHISTICATION IN COUNSELOR SELF-UNDERSTANDING AND PERCEIVED EFFECTIVENESS. College Park: Maryland University, 1969. MF-$0.25 HC-$0.80 14P.
Determines the reliability of classifying counselors as Sophisticated or Naive with respect to self-awareness, and to obtain counselor and client ratings of effectiveness. Clients of naive counselors rated their counselors higher in counseling effectiveness than did clients of sophisticated counselors. (Author)

(110) ED 032 606 Ziller, Robert C. THE ALIENATION SYNDROME: A TRIADIC PATTERN OF SELF-OTHER ORIENTATION. A TECHNICAL REPORT. BR-5-0217, Eugene: Center for Advanced Study of Educational Administration, Oregon University, 1969. MF-$0.25 HC-$1.50 28P.
The alienation syndrome is defined as low self-esteem, low social interest, and high self-centrality. This triadic pattern is shown to describe behavior problem children, neuropsychiatric patients, and to some extent, persons over 40 years of age, and American Negro children. It suggests that the processes leading from exclusion to the alienation syndrome may be a self-fulfilling prophecy mediated by reduced social reinforcement. (Author)

(111) ED 032 673 A RESOURCE GUIDE IN SEX EDUCATION FOR THE MENTALLY RETARDED. Washington, D.C.: American Association for Health, Physical Education and Recreation; New York: Sex Information and Education Council of United States, No Date. MF-$0.50 HC-Not available from EDRS. Available from Director, Project on Recreation and Fitness for the Mentally Retarded, AAPHER, 1201 16th St., N W, Washington, D.C. 20036 86P.
Includes suggested steps for developing programs with the retarded and is organized into curriculum content, sample activities and resource material. A form for evaluating the publication is included. (RJ)

(112) ED 031 828 Graubard, Paul S. (Ed.) CHILDREN AGAINST SCHOOLS; EDUCATION OF THE DELINQUENT, DISTURBED, DISRUPTIVE. 1969. Not available from EDRS. Available from Follett Educational Corporation, Parkinson Division, 1010 West Washington Boulevard, Chicago, Illinois 60607, 367P.
Intended for college students and for teachers working with children who have not succeeded in school, the text presents research findings, brings concrete skills to the practitioner, and attempts to clarify approaches to the problems of the field. (LE)

(113) ED 032 848 ADVISING AND COUNSELING. THE STUDY OF EDUCATION AT STANFORD. REPORT TO THE UNIVERSITY. Stanford, Calif.: Stanford University, 1969. MF-$0.50 HC-Not available from EDRS. 107P.
This report recommends an administrative focus on advising as a crucial academic function, evaluation of individual and departmental counseling and increased emphasis on the training and development of responsibility in future advisors. (WM)

(114) ED 032 857 Stanfield, Robert Everett, and Schumer, Harry. CHANGING ROLE CONCEPTS OF COLLEGE STUDENTS. FINAL REPORT. BR-5-0902, Amherst: Massachusetts University, 1967. MF-$0.50 HC-$4.25 83P.
An effort was made to identify both the factors in the precollege environment that are associated with the initial orientation and the nature of interpersonal experiences in the college environment that confirm or change the initial orientation into an actual student role. An instrument called the Student Preference Schedule was used to measure orientations. Extensive references and tables are included in the report. (JS)

(115) ED 032 862 Mock, Kathleen Ranlett, and Yonge, George. STUDENTS' INTELLECTUAL ATTITUDES, APTITUDE, AND PERSISTENCE AT THE UNIVERSITY OF CALIFORNIA. BR-5-0248-1-3, Berkeley: Center of Research and Development in Higher Education, California University, 1969. MF-$0.75 HC-Not Available from EDRS. 180P.
Evidence presented in this report indicates that if administrators and faculty wish to retain the most students possible, particularly those who are highly intellectually oriented, they must more fully accommodate the educational and developmental needs of their students. (JS)

(116) ED 032 883 FACULTY ADVISOR GUIDANCE-COUNSELING MANUAL. Bryn Mawr, Pa.: Harcum Junior College, 1967. MF-$0.25 HC-$1.20 22P.
The advisor must know the college policies, regulations, and academic requirements and be prepared to help the student, formally or informally, in many areas, e.g., choice of program, study habits, extra-curricular activities, and long-range vocational plans. He must not impose his own values. (HH)

(117) ED 032 884 RECOMMENDED STUDENT COUNSELING REFERRAL PROCEDURES FOR FACULTY AND HOUSE DIRECTORS. Bryn Mawr, Pa.: Harcum Junior College, 1967. MF-$0.25 HC-$0.55 9P.
Three basic types of referrals were discussed, namely self-referrals, faculty/house director referrals, and compulsory referrals. (MB)

(118) ED 032 920 THE JUNIPER GRADENS PARENT COOPERATIVE NURSERY. FINAL PROGRESS REPORT FOR OEO CAP GRANT CG-8474 A/O. Kansas City, Mo.: Juniper Gardens Children's Project, 1968. MF-$0.25 HC-$2.00 38P.
Mothers of Head Start children actively participated in a parent-training program consisting of tutorial training in which a

series of lessons designed to teach preacademic concepts and skills to the children was presented to the mothers. There are indications that behavioral deficits in poor children can be minimized by providing their mothers with limited teaching and management skills using positive reinforcement. (DO)

(119) ED 032 966 Caskey, Owen L., and Hodges, Jimmy (Comps.) A RESOURCE AND REFERENCE BIBLIOGRAPHY ON TEACHING AND COUNSELING THE BILINGUAL STUDENT. Lubbock: School of Education, Texas Technological College, 1968. MF-$0.25 HC-Not Available from EDRS. 48P.
Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. (DB)

(120) ED 033 157 Long, Barbara H. THE SELF-CONCEPT OF NEGRO AND WHITE SCHOOL BEGINNERS. Chicago: Paper presented at the annual meeting of the American Educational Research Association, 1968. MF-$0.25 HC-$0.75 13P.
Social class seems to be salient as a determinant of self esteem, social interest, and patterns of identification in young children of both races. (NH)

(121) ED 033 178 Engle, Kenneth B., and Szyperski, Thomas. A DEMONSTRATION STUDY OF SIGNIFICANT OTHERS IN PRODUCING CHANGE IN SELF-CONCEPT AND ACHIEVEMENT IN KALAMAZOO SECONDARY SCHOOL UNDERACHIEVERS. Kalamazoo, Mich.: Kalamazoo Board of Education, 1965. MF-$0.25 HC-$1.25 23P.
Inconclusive findings reinforce the hypothesis that the underachieving syndrome is rooted in the home and environment and that it should be attended to in the upper elementary years. (KG)

(122) ED 033 180 Purcell, Francis P. LOW INCOME YOUTH, UNEMPLOYMENT, VOCATIONAL TRAINING AND THE JOB CORPS. New York: Center for the Study of Unemployed Youth, New York University, 1966. MF-$0.25 HC-$1.25 23P.
The past history of the Job Corps Centers indicates that the high incidence of failure to acculturize trainees to socially acceptable behavior has been due to the Centers' limited vocational orientation. The Centers should identify different types of behavior and treat them individually. (KG)

(123) ED 033 211 Ferman, Louis A. OPERATION RETRIEVAL. DISADVANTAGED YOUTH: PROBLEMS OF JOB PLACEMENT, JOB CREATION, AND JOB DEVELOPMENT. Ann Arbor: Institute of Labor and Industrial Relations, Michigan University, 1967. MF-$0.50 HC-$3.60 70P.
Job placement and development units are discussed in terms of their relationship to other project components, the structure of the staff, and the location of the job placement unit. Follow-up is discussed in connection with supportive services and employment experiences. (JK)

(124) ED 033 216 EMPHASIS: TECHNICAL EDUCATION, CONFERENCE REPORT (ST. LOUIS, MO., MAY 12-14, 1966). Washington, D.C.: American Association of Junior Colleges; Clayton, Mo.: Midwest Technical Education Center, 1966. MF-$1.00 HC-$10.30 204P.
Purpose of the conference was to bring expertise in the field of technical education to bear upon the identification and resolution of problems inhibiting the expansion of programs at the junior college level. The conference focused upon the relationships of technical education to society, college administration, curriculum and instruction, and student personnel services. (JK)

(125) ED 033 237 MICROFICHE COLLECTION OF CLEARINGHOUSE DOCUMENTS REPORTED IN ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (ARM), FALL 1969. Columbus: Center for Vocational and Technical Education, Ohio State University, 1969. MF-$8.50 HC-Not available from EDRS. 2,364P.
The microfiche set is arranged in the following sequence: (1) a Vocational Technical number index; (2) the author index, the vocational and supporting service index, and the subject index from ARM; and (3) the full text of documents listed in the VT number index. (CD)

(126) ED 033 238 NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, FIRST ANNUAL REPORT. Washington, D.C.: National Advisory Council on Vocational Education, Office of Education (DHEW), 1969. MF-$0.25 HC-$0.45 7P.
There is a national attitude that says vocational education is designed for somebody else's children. Students should have multiple choices within high schools; separate vocational schools or distinct vocational tracts should be exceptions in a technical and changing society. A full range of post-high school programs and prevocational education is needed. It is recommended that the federal government allocate funds to correct the basic problems identified. (DM)

(127) ED 033 282 Pelosi, John William. A STUDY OF THE EFFECTS OF EXAMINER RACE, SEX, AND STYLE ON TEST RESPONSES OF NEGRO EXAMINEES. Syracuse, N.Y.: Syracuse University, 1968. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106, (Order No. 69-8642, MF-$3.00, Xerography $9.45) 45P.
Contrary to previous research findings which suggested inadvertant bias due to white examiners, the overall conclusion of this study was that examiner traits did not significantly influence performance by Negro male subjects. (Author/LY)

(128) ED 033 310 Chertow, Doris S., and Rubins, Sue G. (Eds.) LEADING GROUP DISCUSSION: A DISCUSSION LEADER'S GUIDE. Syracuse, N.Y.: Publications Program in Continuing Education, Syracuse University, 1969. MF-$0.25 HC-$2.35 45P.
Problems in communication and those relating to the strategy and tactics commonly used in group discussion, are explained, along with the kinds of action leaders should take to facilitate deliberation. (LY)

(129) ED 033 375 McElhinney, James H.; and Others. THE SOCIAL-ACADEMIC-PERSONAL EXPERIENCES OF PUPILS: THE ADOLESCENT SOCIETY REVISITED. Washington, D.C.: American Educational Research Association, 1969. MF-$0.25 HC-Not available from EDRS. 20P.
The evidence collected suggests that teacher personality and the interaction between pupil and teacher are of major significance in school functioning. It is not the materials, facilities, teachers, and peers, but rather their worth to the student that is important. (Author/KJ)

(130) ED 033 376 Gamble, Rondal R. CLINICAL TEACHING WITH COMPUTER AIDS. THE BARTLESVILLE SYSTEM. Stillwater: Research Foundation, Oklahoma State University, 1969. MF-$0.25 HC-$1.10 20P.
For the high risk student, knowing all the emotional forces that are involved in his life may be necessary for basic survival. This need can be met with computers. The objectives and necessary activities are outlined and include: (1) collection of personal data; (2) identification of subgroups; and (3) identification of sources of funding. (Author/KJ)

(131) ED 033 377 Dumas, Neil S.; and Others. COUNSELOR PERCEPTIONS OF PROFESSIONAL DEVELOPMENT. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. MONOGRAPH IV. Madison: Regional Rehabilitation Research Institute, Wisconsin University, 1968. Not available from EDRS. Available from Dr. George N. Wright, Regional Rehabilitation Research Institute, 2218 University Avenue, Madison, Wisconsin 53706 (Single copies are free; not sold in quantities) 39P.
It was found that the variable which seemed to discriminate best among the counselors in relation to their perceptions was their formal training. This finding suggests that there is an important need for research in aspects of the rehabilitation counselor's professional development. (KJ)

(132) ED 033 378 Ayer, M. Jane; and Others. COUNSELOR ORIENTATION: RELATIONSHIP WITH RESPONSIBILITIES AND PERFORMANCE. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. MONOGRAPH X. Madison: Regional Rehabilitation Research Institute, Wisconsin University, 1968. Not available from EDRS. Available from Dr. George N. Wright, Regional Rehabilitation Research Institute, 2218 University Ave., Madison, Wisconsin 53706 (Single copies are free; not sold in quantities.) 48P.
Significant relationships were found between rehabilitation counselor professional orientation and auxiliary variables from the Rehabilitation Counselor Survey. Results suggest that different counselor skills and interests may predispose to greater effectiveness in specific areas, for example, relationship counselors in counseling. (KJ)

(133) ED 033 379 Trotter, Ann Beck; and Others. RESEARCH MEDIA. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. MONOGRAPH V. Madison: Regional Rehabilitation Research Institute, Wisconsin University, 1968. Not available from EDRS. Available from Dr. George N. Wright, Regional Rehabilitation Research Institute, 2218 University Ave., Madison, Wisconsin 53706 (Single copies are free; not sold in quantities.) 53P.
The research hypothesis tested and accepted was that uniform abstracts of Research and Development final reports can communicate salient content and research methodology information more briefly and with as much or more clarity that either final reports or Vocational Rehabilitation Administration Service Series Summaries. (Author/KJ)

(134) ED 033 380 Sather, William S.; and Others. AN INSTRUMENT FOR THE MEASUREMENT OF COUNSELOR ORIENTATION. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. MONOGRAPH IX. Madison: Regional Rehabilitation Research Institute, Wisconsin University, 1968. Not available from EDRS. Available from Dr. George N. Wright, Regional Rehabilitation Research Institute, 2218 University Ave., Madison, Wisconsin 53706 (Single copies are free; not sold in quantities.) 45P.
The major conclusion is that a reliable instrument has been developed to identify four distinct professional orientations of rehabilitation counselors. Each counselor can be more or less accurately described in operational terms according to the professional orientation group to which he is assigned. (KJ)

(135) ED 033 381 Thoreson, Richard W.; and Others. COUNSELING PROBLEMS ASSOCIATED WITH COUNSELOR CHARACTERISTICS. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. MONOGRAPH VIII. Madison: Regional Rehabilitation Research Institute, Wisconsin University, 1968. Not available from EDRS. Available from Dr. George N. Wright, Regional Rehabilitation Research Institute, 2218 University Ave., Madison, Wisconsin 53706 (Single copies are free; not sold in quantities.) 37P.
Four major problem areas relating specifically to the counselor were identified: (1) lack of knowledge and skills; (2) imposition of perceptions and goals on client; (3) lack of objectivity; and (4) personality conflict. The positive relationship between experience and problem openness suggests greater comfortableness and less vulnerability to threat on the part of the counselor as a function of experience. (Author/KJ)

(136) ED 033 382 Thoreson, Richard W.; and Others. COUNSELOR PROBLEMS ASSOCIATED WITH CLIENT CHARACTERISTICS. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. MONOGRAPH III. Madison: Regional Rehabilitation Research Institute, Wisconsin University, 1968. Not available from EDRS. Available from Dr. George N. Wright, Regional Research Institute, 2218 University Ave., Madison, Wisconsin 53706 (Single copies are free; not sold in quantities.) 37P.
Results suggest that rehabilitation counselors perceive a "lack of motivation for rehabilitation" to be the major problem in counseling and vocational placement. (Author/KJ)

(137) ED 033 383 Wright, George N., and Butler, Alfred J. REHABILITATION COUNSELOR FUNCTIONS: ANNOTATED REFERENCES. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. MONOGRAPH I. Madison: Regional Rehabilitation Research Institute, Wisconsin University, 1968. Not available from EDRS. Available from Dr. George N. Wright, Regional Rehabilitation Research Institute, 2218 University Ave., Madison, Wisconsin 53706 (There is no charge for this book) 451P.
A new classification scheme was developed as a modification of Trotter's system, in which any single publication is located in one of only 24 categories subsumed under six sections. The six sections are: (1) the rehabilitation client; (2) the rehabilitation counselor; (3) the rehabilitation agency; (4) the rehabilitation process; (5) rehabilitation and the community, (6) rehabilitation--general. Documents included are dated from 1956 on. (Author/KJ)

(138) ED 033 385 D'Costa, Ayres G. THE DEVELOPMENT OF A VOCATIONAL INTEREST SURVEY USING THE DATA-PEOPLE-THINGS MODEL OF WORK. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.75 13P.
The development, reliability, and validity, and the standardization of the OVIS is discussed. OVIS is adaptable to a computerized system of vocational information based on the D.O.T.,

and can be readily used in a computer-assisted system designed to teach decision-making and facilitate vocational exploration. (Author/KJ)

(139) ED 033 386 Hoyt, Kenneth B. ROLE, FUNCTION, AND APPROACH FOR GUIDANCE IN CAREER DEVELOPMENT OF YOUTH FROM JUNIOR HIGH THROUGH SENIOR HIGH. (ENCLOSURE WITH MARCH/APRIL 1969 OF "OHIO GUIDANCE NEWS AND VIEWS") Columbus: Division of Guidance and Testing, Ohio State Department of Education, 1969. MF-$0.25 HC-$0.70 12P.
Approaches to guidance for use with these students include: (1) the help and involvement of teachers; (2) the utilization of community resources; and (3) the offering of more relevant curricula. (Author/KJ)

(140) ED 033 387 Jessee, B. E. SOME OBSERVATIONS ON THE EXTENSIONS OF COUNSELORS T-GROUP EXPERIENCES INTO THEIR WORK WITH OTHER GROUPS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.30 4P.
Recommendations for the use of T-Groups at the same time as the leading of practicum groups are given. The author supports a T-Group experience and feels that the program described was successful. (Author/KJ)

(141) ED 033 388 Dickinson, James C. STUDENT ACTIVISM AND THE CHARACTERISTICS OF ACTIVISTS. Iowa City: Iowa University, 1969. MF-$0.25 HC-$0.60 10P.
The following trends were discovered: (1) protests varied in form, content, and consequences; (2) the most common issues were the Vietnam War, dormitory or living regulations, and civil rights; and (3) the major consequence has been decreasing faculty loads and increasing salaries. Evidence supports the proposition that activist students are mainly an intellectual elite who would be considered the most attractive students a school might recruit. (Author/KJ)

(142) ED 033 389 Patterson, C. H. POWER, PRESTIGE, AND THE REHABILITATION COUNSELOR. Columbus: Ohio Rehabilitation Counseling Association, 1969. MF-$0.25 HC-$0.45 7P.
In differentiating between counselors and coordinators or between two levels of counselors, functions and roles must be considered. Psychological counselors work with those needing psychological counseling. The coordinator works with all clients. A basic choice needs to be made; does a counselor want power and prestige, or does he want to help. (KJ)

(143) ED 033 390 Patterson, C. H. VOCATIONAL COUNSELING OR VOCATIONAL GUIDANCE? Memphis: Memphis State University, 1969. MF-$0.25 HC-$0.45 7P.
The focus of counseling-vocational counseling-is upon the interests and abilities of the client and their implications for vocational development and choice. The client's exploration should be free of constraints on the opportunities and demands in society. The function of a counselor is to help the student find a vocation which utilized his abilities and satisfies his interests and needs. (KJ)

(144) ED 033 391 D'Costa, Ayres G. THE ROLE OF INTERESTS AND INTEREST MEASUREMENT IN GUIDANCE. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.65 11P.
The current trends of interest measurement are listed and the features of the Ohio Vocational Interest Survey are explained. The value of interest inventories lies both in the vocational exploration and decision making process by individual students as well as in the understanding of student needs by guidance personnel. (Author/KJ)

(145) ED 033 392 Chambers, W. M. MULTIPLE COUNSELING IN OPEN AND CLOSED TIME-EXTENDED GROUPS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.50 8P.
The open time-extended group, run by multiple counselors, adds a facilitating dimension to the counseling function--a dimension that exemplifies the concepts of self-growth and self-actualization by providing atmosphere for the client and then by allowing him to progress at his own rate and to a depth when he determines. (Author/KJ)

(146) ED 033 393 Apostal, Robert A. PERSONALITY TYPE AND PREFERRED COLLEGE SUBCULTURE. Grand Forks: North Dakota University, 1969. MF-$0.25 HC-$0.65 11P.
Results show that relationships exist between student characteristics and types of environment in college. It is therefore possible for students to consider their personal orientations and a college dominant subculture in determining their college choice. (Author/KJ)

(147) ED 033 394 Van Hoose, William H.; and Others. THE EFFICACY OF COUNSELING IN THE ELEMENTARY SCHOOL. 1969. MF-$0.25 HC-$0.80 14P.
Determines whether counseling affects student behavior in terms of: (1) academic performance; (2) peer relationships; and (3) personal adjustment; and whether methods used in this study were appropriate for measuring counseling outcomes. Indications are that counseled students appeared, at least in teachers' eyes, to improve significantly. (KJ)

(148) ED 033 395 Tseng, M. S., and Carter, A. R. ACHIEVEMENT MOTIVATION AND ANXIETY AS DETERMINANTS OF VOCATIONAL CHOICE. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$1.25 23P.
Results indicated that the Achievement - Thermatic Apperception Test and the Mandler-Cowan's Test Anxiety Questionnaire for High School Students are significant multiple predictors of vocational behaviors. The findings underline the fact that vocational aspiration and the perceived prestige of an occupation play an important role in occupational choice. (Author/KJ)

(149) ED 033 396 Delaney, Daniel J. INSTRUCTION-SIMULATION IN COUNSELOR EDUCATION: ITS USE AND EFFECTIVENESS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.40 6P.
The data support the proposition that exposure to the video tape had a significant effect on the counselor's tendency to use counselor-tacting response leads (CTRL). Use of these responses does not appear to hinder the development of other important counselor behaviors, and may actually facilitate their development. (KJ)

(150) ED 033 397 Jones, G. Brian ELEMENTS IN THE PRESCRIPTIVE PHASE OF A COMPREHENSIVE GUIDANCE SYSTEM. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25

HC-$0.95 17P.
Reviews one element of one component of the development and evaluation of a comprehensive guidance system, the Personal and Social Development Program (PSDP), in an ateempt to assist students in the assessment and modification of their academic and interpersonal behaviors. (Author)

(151) ED 033 398 Jones, G. Brian, and Nelson, Dennis E. ELEMENTS OF A COMPREHENSIVE GUIDANCE SYSTEM INTEGRATED IN THE INSTRUCTIONAL PROCESS. BR-7-0109, Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.35 HC-$0.70 12P.
Preliminary investigation has led to tentative specification of 12 components comprising a guidance system, five involving indirect intervention on behalf of the students, and seven presenting guidance experiences directly through the instructional process. Basic objectives are to encourage problem solving behaviors among the students involved, and to create greater awareness of career information in order to enable students to make better decisions for their own futures. (Author/CJ)

(152) ED 033 399 Loughary, John W., and Tondow, Murray (Eds.) EDUCATIONAL INFORMATION SYSTEM REQUIREMENTS: THE NEXT TWO DECADES. Eugene: Oregon University, 1967. MF-$0.75 HC-$7.00 138P.
The general purpose of the conference was to produce a statement, representing the thinking of a select group of educators and information science specialists representing the several sectors of education. The papers in this volume constitute the beginnings of such a statement which has since served as a basic for further dialogue throughout the country and abroad. (Author/CJ)

(153) ED 033 400 Brown, Robert D.; and Others. RESIDENCE HALL PROGRAMMING FOR STUDENT DEVELOPMENT: A WORKING MODEL. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$1.25 19P.
Programming in the halls ought to have three major objectives, three dimensions along which change should take place: (1) social-personal value systems; (2) receptivity and sensitivity to cultural experiences; and (3) general intellectual development. A two and one-half day training period was held to set the tone and emphasis desired for residence hall programming. Residence hall staff members were encouraged to assume an active role in planning and implementing programs. (Author/KJ)

(154) ED 033 402 Baggett, Lavada. BEHAVIOR THAT COMMUNICATES UNDERSTANDING AS EVALUATED BY TEENAGERS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.75 13P.
Results show that teenagers of differing demographic locations and social behaviors are very much alike in their evaluation of behaviors that communicate understanding. Implications include a necessity to concentrate on the person with the problem, not other distractions, and on the person more than the problem. (Author/KJ)

(155) ED 033 403 Platt, Allen H. ROOM TO GROW: "SOMETHING SPECIAL FOR ALL KIDS." Philadelphia: Philadelphia School District, 1969. MF-$0.25 HC-$0.45 7P.
Provides experiences which give more attention to the elementary school child's perception of himself and the image of the person he would like to become. Aspects taken into consideration are: (1) attitudes and values toward work, (2) socio-economic level, (3) educational expectations, and (4) self-concept. (Author/KJ)

(156) ED 033 404 Betz, Robert. THE PROJECT CONSULTANT: HIS UNIQUE ROLE. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.70 12P.
The role proposed for the consultant is one of creating need and demonstrating that educational progress can be made by systematic and well managed approaches. If the consultant relegates his role to information dispensing, he will miss his opportunity to perform his unique function. (KJ)

(157) ED 033 405 Christ, Jacob; and Others. ADOLESCENTS IN CRISIS: CLINICAL SIGNIFICANCE OF ADOLESCENT CRISIS IN OUTPATIENT CLINIC TREATMENT. New York: American Orthopsychiatric Association, 1969. MF-$0.25 HC-$0.85 15P.
The main finding on clinical adolescent crisis is that families are intimately involved in the crisis; that there is family reinforcement. Treatment can be given in two ways, either by family treatment or individual treatment. Family therapy is more effective, since often the crisis is symptomatic of a larger family disturbance. (Author/KJ)

(158) ED 033 406 Richardson, H.D., and Fetterhoff, Willard M. DEVELOPMENTAL COUNSELING IN SECONDARY SCHOOLS. AN OPERATIONAL MANUAL. EDUCATIONAL SERVICES BULLETIN NO. 24. Tempe: Bureau of Educational Research and Services, Arizona State University, 1968. MF-$0.25 HC-$2.65 51P.
This manual has been prepared to focus attention on: (1) a point of view of the secondary school and learning in synergetic systems; (2) a position relating teaching and counseling as guidance processes for helping individuals learn developmental tasks; (3) a model of functions of the counseling staff; and (4) a self study instrument based upon the model for use by principals, teachers, and counselors in evaluating counseling functions in secondary schools. (Author/KJ)

(159) ED 033 407 Hubbell, Robert N. HUMAN RELATIONS PROCEDURES RELEVANT TO UNIVERSITY ENVIRONMENTAL CHANGE. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.70 12P.
Several problems are receiving major priority: (1) student stress; (2) alienation of students; and (3) activism among students. Procedures utilized to deal with some of the stress include: (1) a human relations workshop; (2) faculty student encounters; and (3) campus-wide discussions of relevant issues. Each design is thoroughly explained. (Author/KJ)

(160) ED 033 408 Shoben, Edward Joseph, Jr. NEEDED: FULLY FUNCTIONING COUNSELING CENTERS OR VIABLE COMMUNITIES? Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.35 5P.
Major dilemmas press those concerned with student personnel work in unfamiliar and uncomfortable directions. They demand that student personnel workers identify the appropriate people and form coalitions of students, faculty, and administrative officers who can exercise educational influence on the campuses and that they strongly support and help to make more telling and sophisticated those efforts to evaluate courses and instructors. Other needed directions are given. (Author/KJ)

(161) ED 033 409 Adams, Walter, W. RATIONALE FOR

USE OF THE GENERAL APTITUDE TEST BATTERY WITH SECONDARY SCHOOL STUDENTS. Washington, D.C.: American Personnel and Guidance Association; Columbus: Div. of Guidance and Testing, Ohio State Dept. of Education Columbus Division, 1969. MF-$0.25 HC-$0.50 8P.

Some of the ways a counselor could use the GATB are to: (1) help students develop greater self-understanding; (2) help students to understand possible aptitude strengths; and (3) help students to relate test performance to educational and vocational information. (Author/KJ)

(162) ED 033 411 Freeland, Neil. A UNIQUE APPROACH TO HIGH SCHOOL RELATIONS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.50 8P.

Suggested guidelines for setting up a school relations program on a college campus include an office to be headed by a director and placed under a dean or vice president, which should act as a liaison between the college and the high schools it serves, and should be autonomous with general guidelines. (Author/KJ)

(163) ED 033 413 Sage, Ellis H. MANIFEST NEEDS OF FRESHMEN WHO LATER USE PSYCHOLOGICAL SERVICES. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.95 17P.

This study seeks to identify in advance the personality traits of freshmen who will later seek counseling because of psychological discomfort. When clients were compared with nonclients, psychiatric clients were higher in impulsivity, and lower in order and cognitive structure. (Author)

(164) ED 033 414 Seals, James M. A TAXONOMY OF COUNSELEE BEHAVIOR. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.35 5P.

The results of this study indicate that counselee sub-roles can be located, labeled, and defined, and that a classification system was developed which could serve as a basis for studying counselee verbal behavior. (Author/KJ)

(165) ED 033 418 Campbell, Robert E. RESEARCH FOUNDATIONS AND PROBLEMS REGARDING COUNSELING IN THE COMMUNITY. Washington, D.C.: American Psychological Association, 1969. MF-$0.25 HC-$0.75 13P.

Research implications are outlined around Sarason's three challenges to community health; (1) extending therapeutic outreach; (2) studying those situations, settings, or forces in the community that set the stage for problems; and (3) efforts toward prevention. This paper is limited to such things as the process of self referral, accessibility of services, the development of disorder behavior, the transfer of therapeutic learning, situational prescriptions for clients, outcome criteria, and coping behavior. (Author/KJ)

(166) ED 033 419 Fisher, Joseph A. EDUCATIONAL COUNSELING FOR ADULTS. Des Moines, Iowa: Drake University, 1969. MF-$0.25 HC-$1.00 18P.

There is an interesting relationship between personality problems and educational problems. Types of educational counseling problems include: (1) the timid learner; (2) the fickle learner; and (3) the sporadic learner. Each of these types do not know how to learn and thus eventually fail at their educational task. (KJ)

(167) ED 033 420 Gannon, Frederick B. THE MANY FACES OF KEVIN MICHAEL PULLEN. New York: College Entrance Examination Board, 1968. MF-$0.25 HC-Not available for EDRS. Available from College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 ($1.25) 42P.

Intended to provide a basis for comprehensive discussions in counselor education courses, the case study has three major aspects: (1) it describes Kevin's feelings associated with his successes and failures; (2) it can be used at several levels of sophistication by counselors; and (3) it is a realistic and recognizable situation. Exhibits of Kevin's records, study questions, a bibliography, and a brief discussion of possible uses of the case study are given. (Author/KJ)

(168) ED 033 421 Schoenfeldt, Lyle F.; and Others. DELAYED AND NORMAL PROGRESS COLLEGE STUDENTS: A COMPARISON OF PSYCHO-SOCIAL CHARACTERISTICS AND CAREER PLANS. Pittsburgh: American Institutes for Research, Pittsburgh University, 1969. MF-$0.25 HC-$1.25 23P.

Data included immediate post data of high school activities and scores on selected cognitive and noncognitive variables. It is suggested that it is detrimental to withhold educational opportunity from those who have the ability and motivation to profit from it, but that the delay might prove functional to those lacking the motivation at the time of high school graduation. (RM)

(169) ED 033 422 Flanders, John N. GUIDANCE AND THE CULTURAL ARTS. SCHOOL ENRICHMENT PROGRAMS: A MODEL FOR AMERICA. Overton, Tenn.: Overton County Board of Education; Livingston, Tenn.: Project Upper Cumberland; Cookeville: Tennessee Technology University, 1969. MF-$0.25 HC-$2.50 48P.

A demonstration program in guidance and counseling and one in cultural arts are elements in a three-year demonstration program sponsored by Project Upper Cumberland. Results of the guidance program were favorable. Results of the cultural arts program show a positive attitude toward the program by pupils, parents, and educators. However, actual changes in attitude while positive did not differ significantly from the attitudes of subjects in the control school. (KJ)

(170) ED 033 423 Nelson, Dennis E. BEHAVIOR ASSESSMENT AND MODIFICATION IN THE PRESCRIPTIVE PHASE OF A COMPREHENSIVE EDUCATIONAL PLANNING SYSTEM. Washington, D.C.: American Psychological Association, 1969. MF-$0.25 HC-$0.75 13P.

Research and development activities related to the Personal and Social Development Program (PSDP) are reviewed. The prime criterion is overt change in student behavior and the focus is upon the extent to which PSDP materials result in desirable modifications in student behavior. It is anticipated that such a program will result in increased student capacity to plan their educational and total career development. (KJ)

(171) ED 033 424 Osegard, Donald E. A LOOK AT HIGH SCHOOL UNITS AND OTHER BACKGROUND AS IT RELATES TO PERSISTERS AND DROPPED STUDENTS. Menomonie, Wis.: Stout State University, 1969. MF-$0.25 HC-$0.80 14P.

Results show that rank-in-class is the best single predictor for success in college, and the number of units earned in math and science do have an effect on the success of Stout students. (KJ)

(172) ED 033 425 Rogers, Mary Brown. THE PROCESSES OF MONITORED PLAY-THERAPY. Washington, D.C.: American Psychological Association; Atlanta: Child Development Lab., Georgia State College, 1969. MF-$0.25 HC-$0.65 11P.
Monitored Play-Therapy is a method which seeks to measure the changes which may take place over a number of play therapy sessions. The major stages which children in Monitored Play-Therapy seems to progress through are: (1) exploratory; (2) aggressive; and (3) constructive. On the basis of these stages, it is possible to chart the process of Monitored Play-Therapy from session to session. (KJ)

(173) ED 033 426 Golden, Bobbie. MONITORED PLAY THERAPY: CONCEPTUAL AND METHODOLOGICAL ISSUES. Washington, D.C.: American Psychological Association; Atlanta: Child Development Lab., Georgia State College, 1969. MF-$0.25 HC-$0.80 14P.
The role and limits of playroom aggression are explained as being within the limits of social acceptability. Monitored versus traditional play therapy is discussed, primarily with respect to the conceptual framework, data, and value of play therapy over no therapy. (KJ)

(174) ED 033 427 Geller, Jesse D., and Howard, Gary. STUDENT ACTIVISM AND THE WAR IN VIETNAM. Washington, D.C.: American Psychological Association; New Haven, Conn.: Yale University, 1969. MF-$0.25 HC-$2.65 51P.
The present study represents an attempt to further delineate the sociological and psychological variables that predispose a student to become an activist of the "new left." The inferences that can be drawn from this study are in accord with the formulations that characterize other literature. The anti-institutionalization of activists does not appear to have led to total alienation. (KJ)

(175) ED 033 428 Richards, Louise G. GOVERNMENT PROGRAMS AND PSYCHOLOGICAL PRINCIPLES IN DRUG ABUSE EDUCATION. Washington, D.C.: American Psychological Association; Bureau of Narcotics and Dangerous Drugs, Dept. of Justice, 1969. MF-$0.25 HC-$1.35 25P.
This paper is divided into two parts: (1) the drug abuse education activities being carried out by the various agencies that take responsibility in this area; and (2) an analysis of various kinds of efforts made in drug abuse education today and the resulting product. (KJ)

(176) ED 033 429 Woody, Robert H.; and Others. COUNSELING TECHNIQUES MONOGRAPH. College Park: College of Education, Maryland University, 1969. MF-$0.25 HC-$1.90 36P.
This monograph's purpose is to help fill the void of published technical accounts. The papers included are very personalized and void of research documentation. The format was directed at allowing professional counselor educators to share their own technical ideas. (KJ)

(177) ED 033 430 Peterson, Richard E. THE STUDENT PROTEST MOVEMENT: SOME FACTS, INTERPRETATIONS, AND A PLEA. Washington, D.C.: American Council on Education; American Psychological Association, 1969. MF-$0.25 HC-$0.60 10P.
Part of this paper is a summary of Peterson's research done on the student protest movement. Other studies are mentioned, and scale descriptions, and correlations for the Institutional Functioning Inventory are given. A plea is made to become involved in promoting nonviolent ways of dissent. (KJ)

(178) ED 033 433 Krause, Victor C. ASSESSMENT OF GROUP COUNSELING PROCEDURES ON A SMALL COLLEGE CAMPUS. FINAL REPORT. BR-7-E-040, River Forest, Ill.: Concordia Teachers College, 1968. MF-$0.25 HC-$0.90 16P.
To investigate the effectiveness of group counseling procedures, three groups were formed: (1) A-group counseling; (2) B-individual counseling; and (3) C-deferred counseling. Results showed that Group A maintained a desire for change and added aggression as a result of their group experiences. Group B showed no change. Group C added both change and aggression to their significant changes. (KJ)

(179) ED 033 434 Snyder, Eldon E. A LONGITUDINAL ANALYSIS OF HIGH SCHOOL STUDENT BEHAVIOR AND SOCIAL CHARACTERISTICS FIVE YEARS LATER. FINAL REPORT. BR-7-E-051, Bowling Green, Ohio: Bowling Green State University, 1967. MF-$0.25 HC-$2.35 45P.
The present research provided a follow-up study to compare some of their present social characteristics, values and activities with the high school data. Results indicate radical shifts have taken place in the educational values of the students, and high school social participation was significantly related to educational achievement or occupational status. (KJ)

(180) ED 033 490 Means, Howard, and Hammett, Ron (Eds.) REHABILITATION PROGRAMS IN THE PUBLIC SCHOOLS: A HANDBOOK FOR COUNSELORS AND SUPERVISORS. Washington, D.C.: Rehabilitation Services Administration, Office of Education, 1968. MF-$0.50 HC-$3.95 77P.
The work experience program of the Department of Vocational Rehabilitation, which provides vocational, educational, and social experiences for mentally handicapped adolescents while they are still in the school setting, is described. Program funding, administrative structure, guidelines for implementing the program, and descriptions of the in-school work experience program are outlined. (WW)

(181) ED 033 525 GUIDELINES FOR A COOPERATIVE SCHOOL PROGRAM; EDUCATION-HABILITATION. Beaumont, Tex.: Region V Education Service Center, 1968. MF-$0.50 HC-$5.00 88P.
The following guidelines are presented: investigating local needs, informing the public, selecting the coordinator, conferring with the counselor, explaining the program to school personnel, informing and involving parents, surveying on-campus and off-campus training, and establishing the evaluation committee and the responsibility of school personnel. (JM)

(182) ED 033 645 Coker, David L. DIVERSITY OF INTELLECTIVE AND NON-INTELLECTIVE CHARACTERISTICS BETWEEN PERSISTING AND NON-PERSISTING STUDENTS AMONG CAMPUSES. BR-6-2728, Stevens Point: Wisconsin State University, 1968. MF-$0.50 HC-$6.25 123P.
The results indicated that there were significant differences between both male and female persisting and non-persisting students on the basis of planned educational major, vocational choice, vocational role preference, educational aspirations, number of changes in academic major, place of college residence, and size of high school graduating class. Continued research is necessary if institutions hope to decrease attrition rate. (DS)

(183) ED 033 668 Pace, C. Robert. THE MEASUREMENT OF COLLEGE ENVIRONMENTS. BR-6-1646, Los Angeles: Center for the Study of Evaluation, California University, 1968. MF-$0.25 HC-$1.25 23P.
Despite different means of measurement, there are some general similarities in the results that indicate that college environments may be characterized by their degree of intellectualism, humanism and estheticism, vocationalism or pragmatism, and sense of community. (DS)

(184) ED 033 758 Jester, R. Emile. FOCUS ON PARENT EDUCATION AS A MEANS OF ALTERING THE CHILD'S ENVIRONMENT. Gainesville: Institute for Development of Human Resources, Florida University, 1969. MF-$0.25 HC-$0.65 11P.
The program recruits parent educators from environments similar to those of mothers with whom they work. The parent educators visit parents in their homes and provide them with specific tasks to work on with their children. The parent educator and the teacher collaborate on home tasks to provide both school-relevant and home-relevant behavior in the child. (JF)

(185) ED 033 776 ELEMENTARY SCHOOL GUIDANCE COOPERATIVE FOR SMALL SCHOOL DISTRICTS. Monroe, Wash.: Monroe School District Number 103, 1968. MF-$0.25 HC-$0.70 12P.
There were three major purposes of the program: to provide an opportunity for children to develop to their fullest potential through early identification of their adjustment problems; to sensitize teachers to the needs of individual students by extending the teacher's understanding; and to aid parents in better understanding their children so that they might understand and accept them in terms of their levels of maturity, abilities, interests, and potentialities. (DK)

(186) ED 033 977 Williams, Thelma M. SUPPORTIVE SERVICES FOR SOCIALLY MALADJUSTED CHILDREN IN REGULAR SCHOOLS. EVALUATION OF NEW YORK CITY TITLE I EDUCATIONAL PROJECTS, 1966-67. New York: Committee on Field Research and Evaluation, Center for Urban Education, 1967. MF-$0.50 HC-$3.30 64P.
The conclusions and recommendations indicate that, even with augmented personnel, the services are inadequate for the demand, there is a scarcity of trained professionals, and also a lack of clarity about admission and organizational policies. (NH)

(187) ED 034 042 GUIDED OCCUPATIONAL TRAINING. A VOCATIONAL WORK EXPERIENCE PROGRAM FOR INTELLECTUALLY LIMITED AND EDUCATIONALLY HANDICAPPED STUDENTS. FINAL REPORT. Albany: Bureau of Occupational Education Research, New York State Education Department, 1969. MF-$0.50 HC-$3.30 64P.
Twenty-four intellectually limited and educationally handicapped 10th grade students participated in the first year of the Guided Occupational Training program of the Oceanside Senior High School. While academic growth was limited, there was significant growth of employer satisfaction with gains in the areas of motivation and attitudes toward self, peers, and society. Implications for educating other youths with special needs are suggested. (JK)

(188) ED 034 119 Schroeder, Wayne Lee. FACTORS RELATED TO THE ACADEMIC SUCCESS OF MALE COLLEGE STUDENTS FROM FIVE SELECTED WISCONSIN COUNTIES. Madison: Wisconsin University, 1963. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Orde · No. 63-3966, MF-$4.10 Xerography $14.00) 319P.
Findings were: (1) high school academic factors correlated positively with corresponding college averages; (2) non-academic factors added little to prediction; (3) those whose high school interests were influenced by challenging, stimulating, or problematical nature of courses earned higher college averages; and (4) those who had been interested in pure science and mathematics, surpassed other groups in college except the group indicating interest in high school language. (Author/LY)

(189) ED 034 122 Canty, W. Alan. AN EXPLORATION OF COUNSELOR-POTENTIAL PERSONALITY ATTRIBUTES AS FOUND IN FOUR SELECTED ADULT POPULATIONS. Ann Arbor: Michigan University, 1968. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-12,064, MF-$3.20, Xerography $11.25) 246P.
This study sought to locate adults with counselor potential and to generalize as to their personality attributes. The Counselor Situation Analysis Invetory (CSAI) was administered to 536 teachers. A special Student Crisis Index (SCI) was used with 3,445 seniors required to select two teachers to whom they would turn with an educational or personal problem. (Author/LY)

(190) ED 034 128 Lewis, Edwin C. DEVELOPING WOMAN'S POTENTIAL. 1968. Not available from EDRS. Available from Iowa State University Press, Ames, Iowa 50010, 389P.
Contents cover revolution in a man's world: the girl grows up, sex and abilities, female personality, the homemaker, women in the labor force, the employed woman, the working wife and mother, the career woman, education of the high school girl, the college girl, use and abuse of higher education for women, and planning. (EB)

(191) ED 034 130 Weissman, Harold H. (Ed.) EMPLOYMENT AND EDUCATIONAL SERVICES IN THE MOBILIZATION FOR YOUTH EXPERIENCE. New York: National Board of Young Mens Christian Association, 1969. Not available from EDRS. Available from Association Press, 291 Broadway, New York, New York 10007 ($4.95) 223P.
This is one of four volumes constituting an intellectual history of a pioneer inner city youth project: Mobilization For Youth, a multidiscipline social agency in New York's lower east side Puerto Rican slum, geared to demonstration, research, and social action in eradicating poverty and attendant ills. (DM)

(192) ED 034 131 Weissman, Harold H. (Ed.) COMMUNITY DEVELOPMENT IN THE MOBILIZATION FOR YOUTH EXPERIENCE. New York: National Board of Young Mens Christian Association, 1969. Not available from EDRS. Available from Association Press, 291 Broadway, New York, New York 10007 ($4.95) 190P.
Topics in this volume include: (1) an overview of the community program; (2) a case history of a block association; (3) the housing program 1962-1967; (4) consumer affairs programs; (5) voter registration campaigns; (6) organization of welfare clients; (7) attacks on the project; (8) problems in maintaining stability; and (9) social action. (DM)

(193) ED 034 161 Perlman, Richard. ON-THE-JOB TRAINING IN MILWAUKEE--NATURE, EXTENT, AND RELATIONSHIP TO VOCATIONAL EDUCATION. Madison: Industrial Relations Research Inst., Wisconsin University, 1969. MF-$0.25 HC-$2.05 39P.
Of a random sample of 245 companies, interviews were completed at 150 firms. The survey revealed a negative attitude toward vocational school efforts in imparting training in specific company jobs because vocational school education is seen as being too generalized, rather than offering adequate preparation in particular skills. (MF)

(194) ED 034 211 Button, William H.; and Others. A CONCEPTUAL FRAMEWORK FOR THE ANALYSIS OF WORK BEHAVIOR IN SHELTERED WORKSHOPS. STUDIES IN BEHAVIOR AND REHABILITATION. NUMBER ONE. Ithaca: School of Industrial and Labor Relations at Cornell University, State University of New York, 1969. MF-$0.25 HC-$2.60 50P.
The paper discusses concepts and variables of work behavior such as behavior potential, behavioral activity, and technology. Research is reviewed and research applications are discussed. These applications include possibilities for improved selective placement of clients. (Author/KJ)

(195) ED 034 212 Tiedeman, David V. THE CULTIVATION OF CAREERS THROUGH GUIDANCE AND VOCATIONAL EDUCATION. INFORMATION SYSTEM FOR VOCATIONAL DECISIONS. PROJECT REPORT NO. 18 Cambridge, Mass.: Graduate School of Education, Harvard University, 1969. MF-$0.25 HC-$1.45 27P.
It is proposed that secondary education take place in a Learning Resource Center (LRC) with the basic instructional aid being an Educational Machine. The integration of community resources for the common good, individualization of instruction, and education for individuality leading to the fostering of identification, the fundament of identity. (Author/KJ)

(196) ED 034 213 Beck, Carlton E.; and Others. CHAPTER FIVE. THE STRUGGLE AGAINST ALIENATION. Boston: Houghton-Mifflin, 1968. MF-$0.25 HC-$1.40 26P.
If society is over-assimilated, and if education fails to preserve creative powers, it will perish. The school is assigned assimilation by acculturation of neophytes and preservation of the autonomy in the mode of individualism. Two forms of alienation are failure of assimilation or sociological alienation and alienation from loss of individual autonomy or psychological alienation. (KJ)

(197) ED 034 214 Ryan, T. Antoinette; and Others. COMMITMENT TO ACTION IN SUPERVISION: REPORT OF A NATIONAL SURVEY BY ACES COMMITTEE ON COUNSELOR EFFECTIVENESS. Washington, D.C.: Association for Counselor Education and Supervision, American Personnel and Guidance Association, 1969. MF-$0.50 HC-$5.40 106P.
Various research studies are cited. Instruments were developed and sent to members of ACES. Six recommendations were presented, including: (1) the qualifications of supervision competencies be made more explicit; and (2) supervisors be required to have training in supervision. Complete data is included, as well as bibliographies. (Author/KJ)

(198) ED 034 215 East, Leon, and Jensen, J. Alan. PRESENT STUDENT CHARACTERISTICS. CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT. TECHNICAL REPORT 1.1. La Puente, Calif.: La Puente Union High School District, 1968. MF-$1.25 HC-$13.90 276P.
This report is concerned with student characteristics. Major sections are: (1) procedures; (2) critique of procedures; (3) findings; (4) summary; and (5) tables. The data were researched and reported in three separate categories: population characteristics, behavioral probability, and present academic performance capabilities. (Author/KJ)

(199) ED 034 216 East, Leon and Jensen, J. Alan. APPENDIX 1.1 TABLES. CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT. TECHNICAL REPORT. La Puente, Calif.: La Puente Union High School District, 1968. MF-$1.00 HC-$11.25 223P.
The report of appendix tables includes: (1) a bibliography; (2) letters to schools; (3) the initial in-service training program of staff; (4) data of teacher evaluation; (5) instructional scale data; (6) meaning of words inventory data; (7) a physical profile; (8) a sociological questionnaire; (9) recorded historical information; and (10) school nurse data. (Author/KJ)

(200) ED 034 218 East, Leon, and Dolan, Marylyn A. STUDENT PERFORMANCE REQUIREMENTS: EMPLOYMENT SITUATIONS. CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT. TECHNICAL REPORT 1.4. La Puente, Calif.: La Puente Union High School District, 1968. MF-$0.75 HC-$7.30 144P.
The first part includes the procedures used, identification of data needed, data sources, data collected, and analysis procedures. In the next part, findings as related to education requirements, ability factors, and worker trait factors are discussed. In the summary of findings, requirements including the needs for high school education and vocational training are noted. (Author/KJ)

(201) ED 034 219 East, Leon, and Barnes, Judith A. PERFORMANCE ADEQUACY FOR HOME AND COMMUNITY LIVING. CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT. TECHNICAL REPORT 1.5. La Puente, Calif.: La Puente Union High School District, 1968. MF-$1.00 HC-$13.20 262P.
The purpose was: (1) to discover skills a student must have and knowledges he must possess to succeed in his home and community situations; (2) to discover capabilities of students to perform these skills and exhibit these knowledges; and (3) to compare expectations with capabilities to determine the needs of students. A critique of procedures is given in Part Two. Part Three relates to: (1) health and safety; (2) child development; (3) clothing and textiles; (4) home management; (5) family relationships; (6) housing and furnishings; and (7) food and nutrition. (Author/KJ)

(202) ED 034 220 East, Leon, and Barnes, Judith A. APPENDIX 1.5 TABLES. CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT. TECHNICAL REPORT. La Puente, Calif.: La Puente Union High School District, 1968. MF-$0.75 HC-$7.95 157P.
This report is a compilation of tables, including: (1) a bibliography; (2) a statement of task-develop list of objectives; and (3) various data collection instruments. (KJ)

(203) ED 034 221 East, Leon; and Others. INSTRUCTIONAL NEEDS. CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT. TECHNICAL REPORT 1.7.

La Puente, Calif.: La Puente Union High School District, 1968. MF-$0.25 HC-$2.40 46P.
The first part determines: (1) "real world" performance requirements students will meet upon leaving high school; and (2) the present capability of the students to fulfill these requirements. Four categories of needs were found: (1) home and community; (2) communication skills; (3) computation skills; and (4) other skills (personal, social). Skills needed are:)1) read, write, and spell at about the eighth grade level; (2) perform arithemtic functions; (3) follow directions; and (4) get along with others. (Author/KJ)

(204) ED 034 222 Van Vleet, Phyllis, and Brownbridge, Robert. INVESTMENTS IN PREVENTION. THE PREVENTION OF LEARNING AND BEHAVIOR PROBLEMS IN YOUNG CHILDREN. INTERVENTION REPORT II. South San Francisco: PACE I.D. Center, 1969. MF-$0.25 HC-$2.55 49P.
Guidelines for early intervention within a system in order to identify children and families with problem behavior. The PACE social worker and consultants are discussed relative to the PACE I. D. Center's program. (KJ)

(205) ED 034 224 Resnikoff, Arthur. THE USE OF SIMULATION IN COUNSELOR EDUCATION. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.40 6P.
The author has attempted to do the following in the practicum: (1) provide a simulated client experience for the trainee by having each individual in the group react to an emotional simulation sequence and then explore feelings to this; and (2) help the members of group explore feelings of other group members in a constructive way. The model used involves use of video play-back. (Author/KJ)

(206) ED 034 226 Rickabaugh, Karl. EFFECTING ACADEMIC RECOVERY: AN EFFICIENT STUDY PROGRAM PILOT STUDY. Salt Lake City: Utah University, 1969. MF-$0.25 HC-$1.10 20P.
A group of 25 students were assigned to an Efficient Study Group and 14 to a control group. Results included: (1) a greater percentage of non-counseled probationary students withdrew from school or received failing grades than those in study group; (2) study group students showed a higher significant improvement than no-treatment groups; and (3) the efficacy of probationary status is questionable as a "treatment" procedure. (Author/CJ)

(207) ED 034 227 Parnell, Dale; and Others. TEACHER'S GUIDE TO SUTOE (SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION). 1969. MF-$1.00 HC-$10.15 201P.
There are ten units including: (1) pupil involvement in SUTOE; (2) self appraisal and self understanding; (3) relating school to occupational planning; (4) the individual's role in the economic system; (5) preparing students for in depth career study; (6) evaluating experiences and planning ahead; and (7) final course evaluation and recommendations. (Author/KJ)

(208) ED 034 228 Berry, Stephen D., and Wegener, Donald L. K. DIAGNOSTIC LEARNING CENTER, FINAL PROJECT REPORT, 1966-1969. Arlington Heights, Ill.: Arlington Heights Public School District Number 25, 1969. MF-$1.25 HC-$14.45 287P.
A total of three teams, diagnostic, treatment, and inservice, were utilized. Evaluation indicates that: (1) a positive result is a team effort between the teacher, the parent, and the specialist; (2) one cannot expect the same progress in all instances; (3) special programs need help, direction and concentrated assistance; and (4) educators in general, need help in analyzing its needs, setting its goals, and realizing when it has attained these goals. (Author/KJ)

(209) ED 034 229 Sweeney, Thomas J. ROLE PERFORMANCE OF SECONDARY SCHOOL COUNSELORS IN SOUTH CAROLINA. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.80 14P.
A total of 356 counselors were mailed an informational questionnaire and the School Counselor Performance Index (SCPI). Results included: (1) counselors highest priority was working with individual students; and (2) counselors second priority was establishing and maintaining staff relationships. (Author/KJ)

(210) ED 034 230 Thoreson, Richard W. COUNSELING NEEDS OF THE DISADVANTAGED: CHANGING COUNSELING ORIENTATIONS. Washington, D.C.: American Personnel and Guidance Association, 1969. MF-$0.25 HC-$0.90 16P.
It is suggested that the definition of disability be broadened to include those handicapped in translating their potential into fulfilling economic and social roles because of developmental deficits. A number of innovative programs have been initiated by governmental agencies which suggest more effective ways of working with this population. (RM)

(211) ED 034 231 Graham, James M. PROSPECTUS FOR AN ASSISTANCE CENTER FOR COMMUNITY AND JUNIOR COLLEGE STUDENTS. Washington, D.C.: National Student Association, 1969. MF-$0.25 HC-$2.10 40P.
After meeting with two junior college administration and student groups, the problems of junior college unrest and dissatisfaction became more evident to the author. Student government remains little more than a continuation of its counterpart in high school. (Author/KJ)

(212) ED 034 232 Love, Ruth B. REFERENCES ON COUNSELING MINORITY YOUTH: A FOUR PART SERIES. Sacramento: Bureau of Pupil Personnel Services, California State Dept. of Education, 1964. MF-$0.25 HC-$1.15 21P.
The first part lists general educational references. The second lists references on social and cultural backgrounds of minority or culturally diversed youth. The third part is concerned with guidance and counseling of minority or less advantaged youth. (Author/KJ)

(213) ED 034 234 Annas, Philip A.; and Others. PROCEEDINGS OF THE NEW ENGLAND GUIDANCE CONFERENCES. New England Educational Assessment Project, 1968. MF-$0.50 HC-$6.35 125P.
Among the papers presented are (1) "Overview to Use of Computers" by Jesse Richardson; (2) "An Overview of Vocational Guidance Information Systems" by Robert Campbell; (3) "Career Information for Today's Youth" by Glen Pierson; and (4) "Information System for Vocational Decisions" by Allan B. Ellis. Papers presented in the second conference include: (1) "Elementary School Guidance" by George E. Hill; (2) "Relating Guidance Services to Pupil Personnel Services" by Henry Isaksen; and (3) "The Elementary School Counselor's Role in the Total Guidance Effort" by Harold Cottingham. (KJ)

(214) ED 034 236 Gold, David; and Others. HIGH SCHOOL CHARACTERISTICS AND EDUCATIONAL OPPORTUNITY: A CONTEXTUAL AND CAREER ANALYSIS. FINAL REPORT. BR-7-I-036, Washington, D.C.: Bureau of Research, Office of Education (DHEW), 1968. MF-$0.50 HC-$3.60 70P.
This study of all high school graduates of June, 1966, in San Diego, California, supports the conclusion that college entry is affected by the socioeconomic contexts of students' neighborhoods and schools through the intervening influence upon manifest ability, as indicated by I.Q. scores and grade point averages, and upon college aspirations. (Author)

(215) ED 034 239 Huckins, Robert L.; and Others. AUDIO VISUAL MATERIALS FOR PUPIL PERSONNEL SERVICES. Pierre: Div. of Pupil Personnel Services, South Dakota State Dept. of Public Instruction, 1969. MF-$0.25 HC-$0.95 17P.
Lists types of visual aids including films, filmstrips, and programs. They are listed by the following areas: (1) education; (2) guidance-professional; (3) occupational; (4) personal-social; (5) special education; and (6) speech and hearing. (KJ)

(216) ED 034 240 Sherer, Pauline; and Others. SOURCES OF EDUCATIONAL AND OCCUPATIONAL INFORMATION. Pierre: Div. of Pupil Personnel Services, South Dakota State Dept. of Public Instruction, 1969. MF-$0.20 HC-$2.20 42P.
This pamphlet provides the counselor with a current listing of sources of an occupational and educational nature. Listings include: (1) scholarship; (2) junior college information; (3) commercial publications; and (4) free occupational information. Approximately 140 job titles are included. (Author/KJ)

(217) ED 034 241 Kahn, Esther B.; and Others. TALKS TO TEACHERS. Bedford, Mass.: Center for the Study of Sex and Family Living Education, Bedford Public Schools, 1968. MF-$0.50 HC-$4.70 92P.
This pamphlet includes the lectures that formed the basis of the inservice course. (Author/KJ)

(218) ED 034 242 Jones, G. Brian. USING PROJECT TALENT TO IMPROVE VOCATIONAL GUIDANCE. Washington, D.C.: American Institutes for Research; American Vocational Association, 1968. MF-$0.25 HC-$0.65 11P.
The problem of assisting students to consider vocational-educational opportunities is discussed. Twelve possible components of a comprehensive vocational guidance system are outlined. Examples which illustrate how the findings of Project TALENT can contribute to the improvement and development of a guidance system are included. (Author/RM)

(219) ED 034 243 YOU'RE THE TUTOR. New York: National Commission on Resources for Youth, Inc., 1968. MF-$0.50 HC-$3.45 67P.
Presents plans and ideas for youth tutoring youth. Techniques tutors can use such as drawing, picture use, games and gimmicks, puppets, trips, writing, and gadgets are explained, and specific examples given. (RM)

(220) ED 034 244 Sampel, David D. A COMPARISON OF NEGRO AND WHITE STUDENTS USING THE SCAT IN PREDICTING COLLEGE GRADES. Columbia: Missouri University, 1969. MF-$0.25 HC-$0.55 9P.
The sample consisted of 180 Negroes matched with whites on the basis of sex, college, and year in school. It is concluded that the SCAT Total does exhibit "cultural bias" and that it is inappropriate to make academic decisions concerning the Negro male student on the basis of his SCAT Total score. (RM)

(221) ED 034 245 WHICH SUMMER JOBS ARE INTERESTING? THESE ARE! NEIGHBORHOOD YOUTH CORPS AND OTHERS TRIED THEM. New York: National Commission on Resources for Youth, Inc., 1969. Not available from EDRS. Available from The National Commission on Resources for Youth, Inc., 36 West 44th Street, New York City, New York 10036 (No price is quoted) 64P.
This booklet provides examples of challenging jobs that have been done by kids, often Neighborhood Youth Corps enrollees. The jobs presented were chosen not because they are the best necessarily, but because together they reveal the fascinating variety of jobs in which youth can excel. Jobs are listed by types, including: (1) health; (2) recreation; (3) tutoring; (4) law enforcement; and (5) tailoring jobs for the community. (Author/KJ)

(222) ED 034 246 YOUTH TUTORING YOUTH. FINAL REPORT. New York: National Commission on Resources for Youth, Inc., 1969. MF-$0.50 HC-$4.70 92P.
Subjective evaluation of the program has shown that when underachieving youth are given work responsibility as tutors, both they and the tutees make progress in gaining the following: (1) a sense of work responsibility; (2) an appreciation of learning; (3) improved literary skills; and (4) motivation to work and stay in school. (Author/RM)

(223) ED 034 247 SUPERVISOR'S MANUAL: YOUTH TUTORING YOUTH. New York: National Commission on Resources for Youth, Inc., 1968. MF-$0.50 HC-$3.95 77P.
Youth Tutoring Youth is an after school tutorial program in which 14-and 15-year-old In-School Neighborhood Youth Corps enrollees earn money by helping younger children enjoy reading, writing and other skills of expression. The first part is concerned with the goals, organization, recruiting data collection, funding, materials, training, and testing, aspects of the program. These aspects are briefly described and form a basis for part wo, which is comprised of resource chapters. (KJ)

(224) ED 034 249 Hollender, John. PARENTAL AND PERSONAL INFLUENCES ON THE DEVELOPMENT OF VOCATIONAL INTERESTS IN ADOLESCENCE. Knoxville, Tenn.: Southeastern Psychological Association, 1969. MF-$0.25 HC-$0.80 14P.
Subjects were 33 male undergraduates. They completed the Strong Vocational Interest Blank (SVIB) and Biographical Data Form. A father's satisfaction, mother's satisfaction and son's self esteem did influence high father-son similarity but always in combination with some other variable and never alone. (KJ)

(225) ED 034 250 Ommen, Jerome L. THE RELATION OF HIGH SCHOOL BACKGROUNDS TO ATTITUDE PATTERNS AND TO PATTERNS OF ATTITUDE CHANGE DURING THE FIRST TWO COLLEGE YEARS. Concordia, Mo.: Saint Paul's College, 1969. MF-$0.25 HC-$0.95 17P.
Attitudes, as measured by the College Student Questionnaire (CSQ), of the members of a college freshman class grouped according to high school backgrounds were studied. It was phypothesized that: (1) members of the four intraclass groups would have different attitude patterns; (2) subgroup members who graduated from an all male boarding high school (Group One), because of a high degree of group identify, would change little in their attitude patterns; and (3) members of the other subgroups would be different from the members of Group One but would be influenced by them. (Author/KJ)

(226) ED 034 252 Barnett, Vincent M., Jr. CONFRONTATION --CATALYST FOR CONSENSUS. 1969. MF-$0.25 HC-$0.80 14P.
The main question discussed in this paper is whether the confrontations which have been taking place on college campuses these past few years provide the basis for a new consensus which will enable all to move forward with confidence and a renewed sense of achievement. Several fallacies need to be dispelled, they are: (1) disruptions typically occur at big, impersonal universities; (2) only a small percentage of students are involved; and (3) the Vietnam war and the draft are basic causes of student unrest. (KJ)

(227) ED 034 254 Thornburg, Hershel D. SEX EDUCATION IN THE PUBLIC SCHOOLS. Phoenix: Arizona Education Association, 1969. MF-$0.25 HC-$2.25 43P.
The articles contained in this pamphlet are presented to give educators and interested parents a frame of reference toward an important new curriculum area, family life and sex education. Chapter Two discusses the sources from which youth typically obtain their information about sex. Chapter Three is concerned with the various administrative problems in implementing a program in family life and sex education. Chapter Four revolves around evaluating school programs in family life and sex education. The final chapter pleads that new emphasis be placed on life problems among youth and calls for cooperative interactions between school and community. (Author)

(228) ED 034 264 Kingsley, G. Gordon (Ed.) THE GENERAL COLLEGE STUDIES. Minneapolis: General College, Minnesota University, 1969. MF-$0.25 HC-$1.45 27P.
To identify stable factors and to project inferences from one year's student body to another year's is the purpose of much research in the counseling and student personnel area. During the year 1967-1968, the Student Personnel Division of the General College of the University of Minnesota made a concerted effort to study one year's General College population from various points of view. Some of the results are reported. (Author/KJ)

(229) ED 034 267 Rachman, Arnold William. THE ROLE OF "FATHERING" IN GROUP PSYCHOTHERAPY WITH ADOLESCENT DELINQUENT MALES. New York: American Group Psychotherapy Association, 1969. MF-$0.25 HC-Not available from EDRS. 27P.
The study group was composed of 25 boys who were on parole. The most meaningful changes in this therapy are: (1) changes in the adolescent's perception and relationships toward adults; (2) changes in behavior toward adults outside the group; and (3) decrease in undetected delinquent activity. (KJ)

(230) ED 034 268 Warner, O. Ray. PUPIL PERSONNEL SERVICES IN THE 50 STATES. A COMPREHENSIVE STUDY. Washington, D.C.: George Washington University, 1969. Not available from EDRS. Available from Chronicle Guidance Publications Inc., Moravia, New York, 114P.
The purpose of this study was to determine the administrative organization, supervisory functions, and objectives of state departments of education in the area of ten specific objectives. The study concludes with a listing of general conclusions and recommendations. (KJ)

(231) ED 034 269 Janssen, Calvin. A STUDY OF BILINGUALISM AND CREATIVITY. FINAL REPORT. Washington, D.C.: American Personnel and Guidance Association; Denton: Texas Womens University, 1969. MF-$0.25 HC-$0.55 9P.
A total of 600 bilingual students, 300 from each of two high schools in Laredo School District (Spanish usage reinforced) and Corpus Christi (Spanish usage discouraged) were administered the Torrance Creativity Tests (TCT) and the Hoffman Bilingual Scale (HBS). Results indicate: (1) bilingual students from Anglo oriented homes were no more original than those from non Anglo oriented homes; (2) those from Anglo oriented homes were more elaborated on a figure elaboration test; (3) there was no significant relationship between Laredo students (non-Anglo-oriented) intelligence score and performance on creativity test. (Author/KJ)

(232) ED 034 272 Rovin, Ronald; and Others. A MARATHON COUNSELING SESSION FOR PARENTS OF UNDER-ACHIEVING HIGH SCHOOL STUDENTS. Wheeling, W. Va.: Wheeling Public Schools, 1969. MF-$0.25 HC-$0.65 11P.
Six stages of group development were identified: (1) initial anxiety; (2) hostility directed toward counselors and others in the group; (3) commitment to a purpose; (4) return to surface level topics; (5) basic encounters and group catharsis; and (6) separation anxiety. The evaluation of the session by participants indicated the experience was an emotionally intense one for each of them, and some reported behavioral pattern changes in themselves or their spouses. (Author)

(233) ED 034 274 Propper, Martin M., and Clark, Edward T. ALIENATION SYNDROME AMONG AFFLUENT ADOLESCENT UNDERACHIEVERS. Great Neck, N.Y.: Great Neck Public Schools; Jamaica, N.Y.: Saint Johns University, 1969. MF-$0.25 HC-$0.95 17P.
Dimensions of David's alienation syndrome (pessimism, distrust, anxiety, egocentricity and resentment) significantly dichotomized High and Low Academic Achievers among both Bright and Superior Mental Ability groups. Five independent projective and objective measures of the alienation syndrome were employed and all intercorrelations among the tests were signficant. The results indicated that identical levels of academic achievement, irrespective of IQ level, revealed same amount of alienation syndrome. One may infer that alienation traits are seriously interfering with effective societal use of the low academic achievers' intellectual resources. (Author)

(234) ED 034 275 Waterman, Alan S., and Waterman, Caroline K. THE RELATIONSHIP BETWEEN EGO IDENTIFY STATUS AND SATISFACTION WITH COLLEGE. Albany: State University of New York, 1969. MF-$0.25 HC-$1.00 18P.
The results of Study 1 indicated students who were in the process of going through an identity crisis over occupational choice had the least favorable evaluation of their education, while students who had never experienced a crisis but were, nevertheless, committed to a vocational goal, held the most favorable attitudes. Study 2 demonstrated that students who went through crisis over choice of major field while in college, showed more negative attitudes than did students not experiencing a crisis during their college years. (Author)

(235) ED 034 277 McGowen, Barbara, and Liu, Phyllis Y.H. CREATIVITY AND MENTAL HEALTH OF SELF-RENEWING WOMEN. Los Angeles: California University, 1969. MF-$0.25 HC-$1.20 22P.
One hundred sixty-eight women, most of them mothers of about age 40, were tested on the 16 PF Questionnaire as part of a group counseling class to help them find new life goals. It was concluded that self-renewing women function within a productive range of psychological health. (Author)

(236) ED 034 279 Neuman, Donald R. PROFESSIONAL AND SUBPROFESSIONAL COUNSELORS USING GROUP DESENSITIZATION AND INSIGHT PROCEDURES. FINAL REPORT. BR-8-I-061, San Diego: San Diego State College, 1969. MF-$0.25 HC-$2.65 51P.
The major conclusions were: (1) Group desensitization methods caused a significantly greater decrease in mean change scores than group insight procedures; (2) Groups led by subprofessional counselors were in general as effective as groups led by professional counselors; (3) High imagery arousal subjects did not show a significantly greater decrease in change scores when compared with low imagery arousal subjects; (4) Experimental groups showed a significant decrease in mean change scores on all of the criterion measures when compared to control groups. (Author)

(237) ED 034 330 Pollack, Otto, and Friedman, Alfred S. FAMILY DYNAMICS AND FEMALE SEXUAL DELINQUENCY. 1969. Not available from EDRS. Available from Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306, 210P.
Papers included are marriage as the cornerstone of family system, developmental difficulties and family system, mental health implications of family structure, delinquency and the family system, sexual delinquency among middle class girls, developing standards of sexual conduct among deprived girls, families out of wedlock, and a community project for unwed pregnant adolescents. (LE)

(238) ED 034 339 COMPREHENSIVE STATEWIDE PLANNING PROJECT FOR VOCATIONAL REHABILITATION SERVICES; MONTANA. FINAL REPORT. Helena: Montana Div. of Vocational Rehabilitation, 1968. MF-$1.75 HC-$21.40 426P.
A report of vocational rehabilitation planning is introduced by the history and principles of rehabilitation, a discussion of legal provisions, sources of funds, planning objectives, and project population and organization. Demographic information, statewide recommendations, and descriptions of state institutions and agencies are included along with the methods used for estimating the potential of inmates. (JM)

(239) ED 034 353 Robeck, Mildred C. CALIFORNIA PROJECT TALENT: ACCELERATION PROGRAMS FOR INTELLECTUALLY GIFTED PUPILS. Sacramento: California State Dept. of Education, 1968. MF-$0.75 HC-$9.35 185P.
Detailed are the administrative procedures involving the advantages and problems of the program and the establishment of new programs, and the identification and placement of pupils in connection with the role of psychologists, counselors, and psychometrists, plus the counseling of pupils, parents, and teachers. The curriculum for the grade 3 summer session, with its goals, content, organization, and evaluation is provided. Also included are eight recommendations for the future, research suggestions, appendixes, and tables of results. (JM)

(240) ED 034 478 Hodgkinson, Harold. STUDENT PARTICIPATION IN CAMPUS GOVERNANCE. Berkeley: Center for Research and Development in Higher Education, California University, 1969. MF-$0.25 HC-$0.40 6P.
Data were collected from over 3,000 persons on 19 selected campuses, and more than 900 interviews were held with students, faculty, administrators, department chairmen, and trustees. However, data show that students are more concerned about the quality of teaching than are faculty or administrators, and because of this reason they are needed to improve the quality of university decision-making. (WM)

(241) ED 034 479 Joughin, Louis. THE ROLE OF THE STUDENT IN COLLEGE AND UNIVERSITY GOVERNMENT. Washington, D.C.: American Association of University Professors, 1968. MF-$0.25 HC-$0.50 8P.
To facilitate the involvement, institutions should: (1) provide more information exchange; (2) consult with students; and (3) give students decision-making responsibility in many areas of university life and complete responsibility for some area of student life. There is no group better qualified to improve the colleges and universities than the students in them. (DS)

(242) ED 034 498 Schwartz, Edward. JOINT STATEMENT ON THE ACADEMIC FREEDOM OF STUDENTS. A SUMMARY AND AN ANALYSIS. Washington, D.C.: United States National Student Association, 1967. MF-$0.50 HC-$3.50 68P.
The statement proposes that colleges adopt an open admissions policy so students from racial minority groups may have equal access to higher education, and that students be allowed to: express their views in classroom and in student publications; organize and join associations to promote common interests; participate in formulation and application of institutional policy; and exercise their rights as citizens both on and off campus. A lengthy section that deals with institutional precedures for the administration of student discipline is followed by a three-point resolution on the implementation of the statement. (WM)

(243) ED 034 501 Morison, Robert S. THE PRESIDENT'S COMMISSION ON STUDENT INVOLVEMENT IN DECISION-MAKING. THE CHAIRMAN'S REPORT. Ithaca, N.Y.: Cornell University, 1969. MF-$0.50 HC-$5.05 99P.
The first section reviews and discusses: (1) the development of relationships between the university and society; (2) the complex nature of university administration; and (3) reasons underlying student discontent and how they are related to the quality of a student's life as a member of the university as a concerned citizen. The second section recommends administrative changes within the existing framework of Cornell University in particular and at any university in general. (WM)

(244) ED 034 502 Macneil, Ian. THE PRESIDENT'S COMMISSION ON STUDENT INVOLVEMENT IN DECISION-MAKING. A COMMENT. Ithaca, N.Y.: Cornell University, 1969. MF-$0.25 HC-$1.60 30P.
One complete section deals with the avoidance of activities that are inconsistent with the exercise of intellectual liberty. Another presents inherent differences between students and faculty, the most important of which are considered to be age, experience, permanency of relation to the university, degree of professionalization, numbers, and the difference between being a teacher and being taught. (WM)

(245) ED 034 534 Fahsbender, Kenneth E. A SELECTIVE SYSTEM OF FACULTY ADVISING AS A MEANS OF IMPLEMENTING COMMUNITY COLLEGE COUNSELING. 1969. Not available from EDRS. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106, 113P.
Selected students were assigned to faculty advisers; a control group stayed with their counselors for a second year. A test of certain assumptions showed that students seeking help on educational matters preferred a faculty adviser. As students felt able to solve most of their own problems, they wanted an adult helper who was available, expert in his field, and concerned with the individual. Although satisfied with both counselors and advisers, they tended to prefer the latter because of their availability and expertise. (HH)

(246) ED 034 541 Jones, Twyman. SOME COMMENTS ON THE ROLE OF JUNIOR COLLEGE COUNSELORS. 1969. MF-$0.25 HC-$0.45 7P.
At Meramec Community College, St. Louis, an academic advisement program prepares personnel with intensive in-service training. They then act as academic advisors, with close supervision by the counselors. An alternative, using programmed materials, allows students to prepare their own programs. The author feels that professional counselors should spend most of their time helping students with developmental problems. (MS)

(247) ED 034 623 Michener, Bryan P. VALIDATION OF A TEST TO MEASURE NEED-ACHIEVEMENT MOTIVATION AMONG AMERICAN INDIAN HIGH SCHOOL STUDENTS. FINAL REPORT. BR-8-H-007, Bethesda, Md.: National Inst. of Mental Health (DHEW), 1969. MF-$0.50 HC-$4.85 95P.
A factor analysis of 104 test items yielded three factor dimensions. The first delineated a broad achievement; a second yielded a more specific academic achievement and clustering of specific aptitudes; and a third factor is principally defined by a generally positive clustering of positive semantic differential measures. Part I of this document deals with the test product itself. Part II is devoted to the methodology and validation of the need-achievement test. (Author/JH)

(248) ED 034 632 Griessman, B. Eugene, and Densley, Kenneth G. REVIEW AND SYNTHESIS OF RESEARCH ON VOCATIONAL EDUCATION IN RURAL AREAS. BR-6-2469, BR-7-0221, University Park: ERIC Clearinghouse on Rural and Small Schools, New Mexico State University; Columbus: Center for Vocational and Technical Education, Ohio State University, 1969. MF-$0.25 HC-$2.55 49P.
Part 1 discusses the problem from a sociological point of view. The author of this section considers demographic and ecological factors, the economy of rural areas, educational patterns, racial and ethnic factors, and political and legal implications. Part 2 looks at the problem from an educator's point of view. (DB)

(249) ED 034 807 Johnston, William Elbert, Jr., and Scales, Eldridge E. COUNSELING THE DISADVANTAGED STUDENT. RESEARCH STUDIES SERIES. 1968. MF-$0.50 HC-Not available from EDRS. 120P.
Examines the characteristics of the disadvantaged youth and especially his family background; the role of the counselor, including establishing rapport with the disadvantaged youth and testing and counseling him; educational and vocational counseling; means of motivating the disadvantaged youth; identification of the able disadvantaged youth; the extension of guidance services through community resources; some comments by counselors during interviews; and the impact of the disadvantaged youth upon the counselor. (EM)

(250) ED 034 809 Brody, Lawrence; and Others. DISCOVERING AND DEVELOPING THE COLLEGE POTENTIAL OF DISADVANTAGED HIGH SCHOOL YOUTH: A REPORT OF THE SECOND YEAR OF A LONGITUDINAL STUDY OF THE COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM. New York: Div. of Teacher Education, City University of New York, 1968. MF-$1.00 HC-$10.65 211P.
The report, which includes specialized topical essays and summaries of adjunct studies, details comparisons of the first and second year participants at intake, the achievement for the first year group in the eleventh grade, the achievement for the second year group in the tenth grade, the effects of the summer program, curriculum, college consultants, and guidance services. (EM)

(251) ED 034 810 Weissman, Harold H. (Ed.) EMPLOYMENT AND EDUCATIONAL SERVICES IN THE MOBILIZATION FOR YOUTH EXPERIENCE. THE NEW SOCIAL WORK SERIES. 1969. Not available from EDRS. Available from Association Press, 291 Broadway, New York, N.Y. 10007 (1733-1, $2.95) 224P.
An introductory section describes the historical origin of the racial components of the Lower East Side slums. Following, are papers written by the program reporting and line staff members of MFY, separated in two parts: Part I--employment opportunities; and, Part II--educational opportunities. The concluding paper in each part summarizes the major issues which emerged from the experiences described. (VL)

(252) ED 034 842 VOCATIONAL TRAINING, EMPLOYMENT AND UNEMPLOYMENT. PART THREE--PROFILES OF NINE AMERICAN CITIES. Washington, D.C.: Office of Programs for the Disadvantaged, Office of Education (DHEW), 1969. MF-$0.75 HC-$8.65 171P.
The migration during the 1950's of the urban white population to the suburbs initiated a significant change in the economic and demographic structure of the American city. Within this setting of industrial and demographic change, vocational education and employment are examined with particular reference for minority youth and for requirements of manpower and training programs. (CH)

(253) ED 034 855 Bender, Ralph E. ROLE OF HIGH SCHOOL VOCATIONAL AGRICULTURE IN OCCUPATIONAL DECISION MAKING. 1969. MF-$0.25 HC-$1.80 34P.
Schools have been encouraged by recent legislation to develop vocational programs for all students interested in any phase of agriculture. In 1968, a total of 524,775 high school students were enrolled; 26 percent were engaged in off-farm agricultural education programs. The 12,000 teachers of these students also conducted programs for 350,000 young and adult farmers. (DM)

(254) ED 034 866 FIVE AND TEN YEAR FOLLOW-UP STUDY OF CONNECTICUT STATE VOCATIONAL-TECHNICAL SCHOOLS GRADUATES OF CLASSES OF 1958 AND 1963. FINAL REPORT. Wallingford: University Research Inst. of Connecticut, Inc., 1969. MF-$0.50 HC-$3.65 71P.
Data concerning school and employment were collected by questionnaire from 974 graduates: 364 from the class of 1958 and 610 from the class of 1963. Of the 1963 graduates who responded to the questionnaires, 78 percent were in related employment, only 1.3 percent were unemployed, the average salary was $3.53, 40 had received advance degrees and 129 were in apprenticeship programs. (CH)

(255) ED 034 868 Sullivan, Peggy (Ed.) A BIBLIOGRAPHY OF LIBRARY MATERIALS FOR VOCATIONAL-TECHNICAL PROGRAMS IN COMMUNITY COLLEGES. Eugene: School of Librarianship, Oregon University, 1969. MF-$0.50 HC-$3.40 66P.
Subject categories include: (1) aeronautics; (2) agriculture; (3) apprenticeship; (4) automation; (5) automotive; (6) carpentry; (7) civil engineering; (8) construction; (9) drafting; (10) electronics; (11) food services; (12) forestry; (13) health occupations; (14) horticulture; (15) law enforcement; (16) machine shop; (17) marine technology; (18) marketing; (19) middle management; (20) new programs; (21) office practice; (22) radio/television; and (23) welding. (JK)

(256) ED 034 874 Horyna, Larry L.; and Others. WORKING LEARNING AND CAREER PLANNING: A COOPERATIVE APPROACH TO HUMAN RESOURCE DEVELOPMENT. BR-6-2828, Greeley, Colo.: Rocky Mountain Educational Lab., Inc., 1969. MF-$0.25 HC-$2.00 38P.
The Cooperative Career Planning (CCP) concept stresses the role of the public school system in the coordination of available educational resources with potential job-training work stations in a given community or geographic area. This paper presents existing manpower programs and policies, proposed objectives and organizational structure of the CCP, a model for evaluation, and a selected bibliography. (CD)

(257) ED 034 875 Bates, Frederick L. THE STRUCTURE OF OCCUPATIONS: A ROLE THEORY APPROACH. CENTER MONOGRAPH NO. 2. BR-7-0348, Raleigh: State University Center for Occupational Education, North Carolina University, 1968. MF-$1.00 HC-$10.45 203P.
The analysis of occupations is presented from both a group-centered and person-centered position. The study also covers occupational role stresses, several theories of occupational ranking, and the dynamics of occupational behavior. Finally, a methodological framework is suggested for research in occupations using the role theory approach, including attention to data-collection methods, interviewing, sampling, questionnaires, and analysis. (Author)

(258) ED 034 882 Brandon, George L. (Ed.) RESEARCH VISIBILITY: GUIDANCE AND NEW CAREERS. BR-7-0633, Washington, D.C.: American Vocational Association, 1969. MF-$0.25 HC-$0.90 16P.
Thirteen research reviews in this issue pertain to guidance and new careers. A warning is voiced of the possibility of a dual-track system in vocational and general education in both the guidance and education functions. The bibliography lists 47 related studies and five document sources for further reading. (DM)

(259) ED 034 902 Rogers, Charles H.; and Others. TEENAGE UNEMPLOYMENT IN TWO SELECTED RURAL COUNTIES IN THE SOUTH. CENTER RESEARCH AND DEVELOPMENT REPORT NO. 4. BR-7-0348, Raleigh: North Carolina State University Center for Occupational Education, North Carolina University, 1969. MF-$1.00 HC-$11.50 228P.
Eighty-one tables were included in this study which examined teenage unemployment in a two-county rural area of North Carolina. The study concluded that the unemployment rate for teenagers was not high, and that the difference between Negro and Caucasian jobless rates were not as great as anticipated. (BC)

(260) ED 034 917 THE EVALUATION OF GUIDANCE-COUNSELING SERVICE IN OFFICE OF EDUCATION REGION VII AND THE DEVELOPMENT OF AN EFFECTIVE GUIDANCE-COUNSELING PROGRAM FOR ADULT BASIC EDUCATION STUDENTS: REPORT FOR FISCAL YEARS 1969-70. Austin: Extension Teaching and Field Service Bureau, Texas University, 1969. MF-$0.50 HC-$4.80 94P.
A questionnaire has been designed to be administered to guidance personnel and to adult basic education students, in order to attempt to pinpoint elements which increase the likelihood of student success in adult basic education programs. (MA)

(261) ED 034 932 Neleigh, Janice, and Levy, Jerome (Eds.) UTILIZATION OF NON-PROFESSIONALS AS DEMONSTRATED BY DONA ANA MENTAL HEALTH SERVICES: A CONFERENCE REPORT. 1969. MF-$0.50 HC-$4.65 91P.
The conference reviewed such aspects as staffing and organization, client characteristics, client satisfaction, training concepts, and project impact on the community and state. There was discussion as to what program elements had been useful and were more widely applicable. (LY)

(262) ED 034 951 Nixon, R. A. FEDERAL LEGISLATION FOR A COMPREHENSIVE PROGRAM ON YOUTH EMPLOYMENT. New York: New York University, 1966. MF-$0.25 HC-$1.35 25P.
This paper aims at indicating the intent of each legislation and what makes it possible, who allocates the funds, and who can apply for and receive funds. A conclusion refers to the vagueness of the laws and the lack of integrated coordination and direction. (NL)

(263) ED 035 000 Tillery, Dale; and Others. SCOPE: GRADE ELEVEN PROFILE 1968 QUESTIONNAIRE SELECTED ITEMS. Berkeley: Center for Research and Development in Higher Education, California University; New York: College Entrance Examination Board, 1969. MF-$0.75 HC-$7.95 157P.
Areas of student life investigated are guidance contacts with counselors and teachers about work, and information about counselors and teachers. Students also used a series of 20 role behaviors to describe themselves in three different situations: (1) at home; (2) at school; and (3) with friends. One conclusion was that grades as an incentive to learning are more attractive to girls than to boys. (Author/KJ)

(264) ED 035 001 Perrone, Philip A. PREDICTING JOB ENTRY, JOB SATISFACTION, AND JOB PERFORMANCE OF GRADUATES FROM WISCONSIN SECONDARY SCHOOL VOCATIONAL PROGRAMS. Madison: Wisconsin University, 1969. MF-$0.25 HC-$2.45 47P.
This report is concerned with the role of the secondary schools in implementing vocational direction. Variables distinguishing boys and girls who entered work directly were: (1) living in either a rural or metropolitan area; (2) wanting to remain near home; (3) having fathers with an elementary school education; and (4) having poor mathematics and science achievement. (Author/KJ)

(265) ED 035 003 Faust, Helen F.; and Others. ROOM TO GROW; CAREER GUIDANCE IN ELEMENTARY SCHOOL. Philadelphia, Pa.: Division of Pupil Personnel and Counseling, Philadelphia School District, 1968. Not available from EDRS. Available from Division of Pupil Personnel and Counseling, School District of Philadelphia Pa., 65P.
Conditions given attention in this program are: (1) family attitudes and values; (2) socioeconomic conditions; (3) educational expectations; and (4) development of self concept. Fifteen projects for the teacher to use in carrying out her part of the program are given. Each is divided into: (1) aims; (2) program development; and (3) summing up. Specific activities and worksheets are given. (KJ)

(266) ED 035 005 Joseph, Michael P.; and Others. WORK OPPORTUNITY CENTER FOR MINNEAPOLIS, MINNESOTA. TWELFTH QUARTERLY TECHNICAL REPORT, 1 FEB. 1969-30 APR. 1969. Minneapolis, Minnesota: Work Opportunity Center, 1969. MF-$0.25 HC-$1.80 34P.

Skill training, related academic subjects, job orientation, counseling, and attitudinal modification are at the core of the Work Opportunity Center (WOC) program. Specific procedures include personalized scheduling, motivational devices, and skill training. The methods and materials used are illustrated through the presentation of two case studies. The results of a WOC Student Follow-up Questionnaire are given. (Author/KJ)

(267) ED 035 007 Usitalo, Richard J.; and Others. THE ELEMENTARY COUNSELOR: THEORY AND PRACTICE. A FINAL REPORT OF A THREE-YEAR PROJECT. Olympia, Wash.: Olympia School District, 1969. MF-$0.50 HC-$5.25 Also available from Olympia School District, 319 East 4th Avenue, Olympia, Wash. ($4.00 per copy) 103P.

Chapter One is an overview of the program. Chapter Two describes the role and function of the counselor. In Chapter Three the assessment techniques used are described. Comments and recommendations by teachers and parents are presented. (Author/KJ)

(268) ED 035 008 Lister, James L. SCHOOL COUNSELING: FOR BETTER OR FOR WORSE? Gainesville: Florida University, [1969]. MF-$0.25 HC-$0.85 15P.

Models of counselor client functioning are discussed, based on levels, one being the lowest and five being the highest level of facilitative conditions. Results include: (1) the level of formal preparation bears little relationship to the helper's level of functioning; and (2) at least half of the counseling relationships in which the typical school counselor participates are apt to have harmful consequences to the student who comes for help. Implications indicate that: (1) a clear division of labor among counselors depending on the facilitative conditions they can offer is needed; and (2) there is need for continued development of counseling skill beyond formal training programs. (Author/KJ)

(269) ED 035 009 Lunneborg, Patricia W. EPPS PATTERNS AND ACADEMIC ACHIEVEMENT IN COUNSELING CLIENTS. Seattle: Bureau of Testing, Washington University, 1969. MF-$0.25 HC-$0.65 11P.

In two college counseling client samples, 29 two-need Edwards Personal Preference Scale (EPPS) patterns were found to occur frequently, 13 involving high achievement. The prediction of college grades in these two samples was studied utilizing these patterns, a set of traditional aptitude/achievement measures, and patterns combined with traditional measures. (Author)

(270) ED 035 010 Watley, Donivan J. CAREER OR MARRIAGE? A LONGITUDINAL STUDY OF ABLE YOUNG WOMEN. VOLUME 5. NUMBER 7. Evanston, Ill.: National Merit Scholarship Corporation, 1969. MF-$0.25 HC-$1.15. Also available from Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201 (Single copies are free.) 21P.

Women who won National Merit Scholarships during the years 1956 through 1960 were followed up in 1965 to determine their marriage and/or career plans. Each was classified into one of five groups: (1) marriage only; (2) marriage with deferred career; (3) marriage with immediate career; (4) career only; and (5) uncertain. (Author)

(271) ED 035 011 Hurst, James C., and Weigel, Richard G. THE DESCRIPTION AND EVALUATION OF COUNSELING CENTER NEEDS AND SERVICES THROUGH FOLLOW-UP QUESTIONNAIRES. Washington, D.C.: American Personnel and Guidance Association; Ft. Collins: Colorado State University, 1969. MF-$0.25 HC-$0.80 14P.

The Counseling Services Assessment Blank was recently developed and adopted, along with a standardized mailing for the evaluation of counseling center feedback through a data bank being developed at Colorado State University. Feedback assessment of the type described here is essential for improvement in the effectiveness of both individual staff and agency programs. (Author)

(272) ED 035 012 Quirk, Thomas J. THE USE OF TWELFTH GRADE TALENT DATA TO PREDICT OCCUPATIONAL ACTIVITIES FIVE YEARS AFTER HIGH SCHOOL GRADUATION. Washington, D.C.: American Institutes for Research, 1969. MF-$0.25 HC-$0.95 17P.

This paper reports on the degree of correspondence between test results and later realization of career plans. Means, standard deviations, and point-biserial correlations are reported for selected career plan groups in ten tables included with the report of the study. (SR)

(273) ED 035 013 Pike, Lewis W.; and Others. PREDICTION OF JOB PERFORMANCE FOR NEGRO AND WHITE MEDICAL TECHNICIANS; DEVELOPMENT OF THE INSTRUMENTATION. Washington, D.C.: Civil Service Commission; Princeton, N.J.: Educational Testing Service, 1969. MF-$0.50 HC-$3.85 75P.

The aptitude tests used included the Kit of Reference Tests for Cognitive Behavior, the Fine Finger Dexterity Test, and the Extended Range Vocabulary Test. The Picture Number Test and the Necessary Arithmetic Operation Test were selected for associative memory and general reasoning. A job knowledge test of 584 items was also developed, and later shortened to 75 items, 63 of which were scored. A personal history questionnaire was also used. (KJ)

(274) ED 035 014 Leonhardt, Teresa Martin. USE OF COGNITIVE DISSONANCE TO PRODUCE CHANGES IN THE ATTITUDES AND BEHAVIOR OF ECONOMICALLY DISADVANTAGED FIRST GRADE CHILDREN. Greensboro: North Carolina University, 1969. MF-$0.25 HC-$1.70 32P.

The results of this study, though tending to support the theory of cognitive dissonance for short-term behavior change, raise doubts about generalizing the positive results of published studies to populations that have not been investigated. This study concludes that studies of dimensions as complex as attempted attitude and behavior change in young children require the utmost precision and preliminary research to rule out other factors which may effect results in an unascertained manner. (Author/KJ)

(275) ED 035 015 Sprinthall, Norman A., and Mosher, Ralph L. STUDIES OF ADOLESCENTS IN THE SECONDARY SCHOOL. REPORT NUMBER 6. BR-5-0215, Cambridge, Mass.: Center for Research and Development in Educational Differences, Harvard University, 1969. MF-$1.25 HC-$15.10 Also available from Publications Office, Longfellow Hall, Appian Way, Cambridge, Mass. 02138 (Single copies are free.) 300P.

This exploratory study of adolescents in three secondary schools focuses on an investigation of perceptions, attitudes, and motives toward school and toward learning decision-making styles and communication patterns. The schools deliberately represent different socio-economic backgrounds. Results indicated that the major differences in attitudes,

perceptions, motives and decision-making styles were almost exclusively due to school differences, and not to sex. (Author)

(276) ED 035 016 Mendoza, Buena Flor H. PREDICTING COUNSELOR EFFECTIVENSS: A MULTIPLE REGRESSION APPROACH. Kalamazoo: Western Michigan University, [1969]. MF-$0.25 HC-$1.45 27P.
This study attempted to determine whether counselor effectiveness designated by a high level of performance in a first counseling practicum as ranked by faculty supervisors, can be predicted with a knowledge of the extent to which the individual possesses the personal qualities of open-mindedness, tolerance for ambiguity, general mental health, and personal-social interest. Conclusions include: (1) strong predictive potential of peer group ranking; (2) the relationship between open-mindedness, tolerance, personal-social interest, general mental health, and effective counseling was found to be positive but insignificant. (KJ)

(277) ED 035 018 Flaugher, Ronald L.; and Others. PREDICTION OF JOB PERFORMANCE FOR NEGRO AND WHITE MEDICAL TECHNICIANS; ETHNIC GROUP MEMBERSHIP AS A MODERATOR OF SUPERVISOR'S RATINGS. Washington, D.C.: Civil Service Commission; Princeton, N.J.: Educational Testing Service, 1969. MF-$0.25 HC-$0.90 16P.
Every technician was rated by at least two supervisors. Basically, the measures showed that the race of both the person being rated and the person doing the rating has a noteworthy influence on the evaluation received. (KJ)

(278) ED 035 021 Dager, Edward Z. A STUDY OF THE SOCIAL INTERACTIONS WHICH LEAD TO DECISIONS TO DROP OUT OF HIGH SCHOOL. FINAL REPORT. BR-7-E-082, Lafayette, Ind.: Purdue University, 1968. MF-$0.75 HC-$9.45 187P.
Results indicated that family influence could partially explain not dropping out, particularly if high family integration, strong identification with parents, or pro-education values held by parents are considered. Peer influence was also found to be important. (Author/KJ)

(279) ED 035 023 Krumboltz, John D. STATING THE GOALS OF COUNSELING. MONOGRAPH NO. ONE. Los Angeles: California Counseling and Guidance Association; Stanford, Calif.: Stanford University, 1966. Not available from EDRS. Available from California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631 ($1.00 per copy for members; $1.50 per copy for non-members.) 28P.
Behavioral goals would result in: (a) a clearer anticipation of what counseling could accomplish; (b) a better integration of counseling psychology with psychological theory and research; (c) a more effective search for more effective techniques; and (d) the use of different criteria for assessing the outcomes of counseling with different clients. (Author/RM)

(280) ED 035 024 Snyder, John F.; and Others. COUNSELOR EFFECTIVENESS AS A FUNCTION OF VARIED PRACTICUM TRAINING TECHNIQUES. Washington, D.C.: American Psychological Association; Carbondale: Southern Illinois University, 1969. MF-$0.25 HC-$0.65 11P.
Three groups were: (1) treatment group 1 (E1); (2) treatment group 2 (E2); (3) active control group (C-1). Training techniques used were: (1) individual supervision; (2) didactic group supervision; (3) process group supervision; and (4) stimulus films. Results show that: (1) group E1, which was the only group exposed to the films, showed a significant pre-post change; (2) group E2 showed the next greatest change. (Author/KJ)

(281) ED 035 025 Nowlis, Helen H. STUDENT DRUG USE. Washington, D.C.: American Psychological Association; New York: Rochester University, 1969. MF-$0.25 HC-$0.65 11P.
This paper discusses the nature and extent of student drug use, its meaning and significance, society's response to it, and some of the problems resulting from efforts to control it. Perhaps more care in dealing with basic problems or at least identifying these problems will help solve today's drug problems. (KJ)

(282) ED 035 027 Jackson, John H., and Bernauer, Margaret. THE SCHOOL PSYCHOLOGIST AS A THERAPIST. A PSYCHOLOGICAL SERVICES MONOGRAPH ON PSYCHOEDUCATIONAL THERAPY. Milwaukee, Wis.: Milwaukee Public Schools, 1968. MF-$1.00 HC-$10.15 201P.
The hypothesis explored is whether a staff of school psychologists can successfully provide therapy in the schools to students and adults, even when their previous training has neglected therapy. A total of six different therapy programs were offered to the disadvantaged, their parents and their teachers. Techniques used are also presented. The responsibility of the therapist is given, as well as his role within the school. (KJ)

(283) ED 035 030 Gordon, Jesse E.; and Others. ROLE MODELING AND ROLE PLAYING IN EMPLOYABILITY DEVELOPMENT AGENCIES. A MANUAL FOR VOCATIONAL DEVELOPMENT AND EMPLOYMENT AGENCIES. Ann Arbor, Mich.: Manpower Science Services, Inc., [1969]. MF-$0.60 HC-$6.00 118P.
This manual is the result of an effort designed to solve the problems of the unemployed poor. Six sections deal with selecting behaviors to be modeled, drawing attention to the model's performance, role playing, rewards, characteristics of good models, and conclusions. (KJ)

(284) ED 035 031 Leonard, George E.; and Others. THE DEVELOPMENTAL CAREER GUIDANCE PROJECT: AN INTERIM REPORT. Detroit, Mich.: Wayne State University; Detroit Public Schools, 1968. MF-$1.00 HC-$10.45 207P.
Objectives are: (1) to aid a selected group of inner-city high school students to raise and broaden their educational and occupational aspirations; (2) to develop a pilot program designated to better meet the needs of inner-city youth; (3) to involve the staffs of the participating schools in the program; and (4) to systematically evaluate the program. Activities are described, including counseling and guidance, curriculum, community contacts, parent involvement, broadening perceptions, and dissemination of information. (KJ)

(285) ED 035 033 Glick, Oren. THE INTERDEPENDENCE OF SIXTH GRADERS' SCHOOL ATTITUDES AND ACADEMIC PERFORMANCE. Bremerton, Wash.: Olympic Center for Mental Health and Mental Retardation, 1969. MF-$0.25 HC-$0.95 17P.
Results include: (1) in the reciprocal effects between attitudes and achievement, achievement is much more frequently the causal factor but, except in the case of attitudes toward teachers, those effects are in an incongruent direction; and (2) among the four attitude objects, the preponderance of incongruent over congruent achievement was greatest in the case of attitude

towards school work. One implication is that incongruent achievement influence on school orientations should be very infrequent in a "good" educational program. (Author/KJ)

(286) ED 035 034 Braungart, Richard G. FAMILY STATUS, SOCIALIZATION AND STUDENT POLITICS: A MULTIVARIATE ANALYSIS. Washington, D.C.: American Sociological Association; College Park: Maryland University, 1969. MF-$0.50 HC-$4.40 86P.
Results indicate that of the 600 college students in the sample, representing most of political beliefs: (1) about 30 percent of the total variance in direction of student politics could be explained by the variables in the model; (2) family politics proved the strongest predictor of the direction of student politics, with offspring closely following the political views of their parents; (3) both social class and family politics directly affected student politics but had no effect on socialization; and (4) religion alone was able to explain variance in the direction of student politics directly and sequentially through family political argument. (Author/KJ)

(287) ED 035 036 Harren, Vincent A. A MODEL FOR CO-THERAPY IN GROUPS. Washington, D.C.: American Psychological Association, 1969. MF-$0.25 HC-$0.60 10P.
The thesis is that the group therapy process is enhanced by the use of two or more therapists in the group. The three main roles in a group are: (1) facilitator; (2) focal member; and (3) observer. The use of an additional therapist affords the opportunity for therapists to assume the focal member role without loss of group control. (Author/KJ)

(288) ED 035 040 Thomson, Scott D. A PERSPECTIVE ON ACTIVISM. Evanston, Ill.: Evanston Township High School, 1969. MF-$0.25 HC-$0.75 13P.
There are four different alienated student groups: (1) the New Left activists; (2) the advocates of Black Power; (3) the Hippies; and (4) the Third World Liberation Front. Each group is discussed and the difference between previous difficulties and present day difficulties is considered. The specific suggestions of how schools might take the initiative in involving students in constructive ways are given. (Author/KJ)

(289) ED 035 041 Willis, Carl T., and Goldberg, Faye J. CORRELATES OF ATTITUDES TOWARD BLACK MILITANCY AMONG BLACK COLLEGE STUDENTS. RESEARCH REPORT NO. 13. Atlanta, Ga.: Morehouse College; Atlanta University; Knoxville, Tenn.: Southeastern Psychological Association, 1969. MF-$0.25 HC-$0.70 12P.
The best single predictor is racial designation, militants preferring to call themselves "Black," non-militants preferred Negro. The second best predictor is the extent to which "Salvation: is valued. Occupational preference is the third best predictor, students preferring science or business being less militant. A fourth predictor is father's education, with the father of militants tending to be better educated. (Author/KJ)

(290) ED 035 042 Moore, Marv, and Hinkle, John E. A NEW PROGRAM FOR MARRIED STUDENTS. Ft. Collins: University Counseling Center, Colorado State University, 1969. MF-$0.25 HC-$0.65 11P.
The lack of attention to the student marriage relationship and its impact is documented and guidelines for an outreach program involving married students are presented. Objectives of such a program include: (1) to study student marriages and define more clearly the psychological variables that constitute a growing, healthy marriage; and (2) to discover ways that married students may increasingly become their own growth facilitators, within both the marriage relationship and the larger married student culture. (Author/KJ)

(291) ED 035 043 Moore, Marv ; and Others. MARRIED STUDENT OUTREACH PROGRAMS COMPLETED DURING THE 1968-69 ACADEMIC YEAR AT COLORADO STATE UNIVERSITY. RESEARCH REPORT NO. 29. Ft. Collins: University Counseling Center, Colorado State University, 1969. MF-$0.25 HC-$2.10 40P.
In 1968 the Counseling Center at Colorado State University created a ten-week pilot seminar for normal married students. Three new projects were begun in 1969. The first was designed to find the answers to questions concerning types of programs married students preferred and the amount of support present in the married student housing community. The second consisted of three student marriage seminars consisting of four couples each. The third was the setting up of an experimental social center. Recommendations are given. (KJ)

(292) ED 035 044 Gum, Moy F. THE ELEMENTARY SCHOOL GUIDANCE COUNSELOR: A DEVELOPMENTAL MODEL. St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1969. MF-$0.25 HC-$2.70 52P.
The viewpoint taken is that elementary guidance should be developmentally focused rather than remedial, and that great emphasis should be placed on working with parents and teachers as well as students. Stress is placed on group work and consultation; however, individual contact and counseling is still advocated and considered necessary. (KJ)

(293) ED 035 048 Leland, Arthur L.; and Others. TRAINING PROGRAM FOR SUPPORT PERSONNEL IN RESOURCE CENTERS AND GUIDANCE OFFICES. INTERIM REPORT. Amherst, Mass.: Amherst-Pelham Regional School District, 1969. MF-$0.75 HC-$7.70 152P.
This report describes the preservice training program in sufficient detail to facilitate replication and provides a basis for an understanding of the content and procedures of the program. The inservice training program and final evaluation are not included. An evaluation of the preservice training program, recommendations, and an inservice training program prospectus are included. (Author/KJ)

(294) ED 035 051 Weiss, David J. OCCUPATIONAL REINFORCERS, VOCATIONAL NEEDS, AND JOB SATISFACTION. Minneapolis: Minnesota University, 1969. MF-$0.25 HC-$0.90 16P.
The two major components in the Theory of Work Adjustment are the individual and the work environment. The individual's work personality is defined by two major sets of structural components, his abilities and his needs. The work environment is also defined in terms of two major sets of variables: abilities required for successful performance and rewards of reinforcers. Work adjustment can be measured by job satisfaction and job satisfactoriness. The development and use of tests are presented. Implications for further use are given including actual use in industrial psychology. (KJ)

(295) ED 035 052 Darley, John G. (Ed.) IN HONOR OF DEAN AND MRS. EDMUND G. WILLIAMSON AND IN RECOGNITION OF HIS RETIREMENT APRIL 9 AND 10, 1969. Minneapolis: Minnesota University, 1969. MF-$0.50 HC-$3.40 66P.

This booklet, in honor of Edmund Williamson, contains several articles. First T. R. McConnell discusses "The Impact of the Minnesota Student Personnel Program on Higher Education." Willis E. Dugan, in "The Impact of the Minnesota Viewpoint on Counseling Under the Leadership of Edmund G. Williamson," uses the Greek term 'arete' in describing the development of the Minnesota SPS. 'Arete' means an emphasis on man and his relation to the ideal of excellence. The pamphlet concludes with an article by Edmund Williamson, "On Striving to Become a Liberally Educated Person." Williamson presents his philosophy of student responsibility and its relationship to violence and dissent. (KJ)

(296) ED 035 053 A STUDY OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF VIRGINIA'S 1966-67 HIGH SCHOOL SENIORS. Richmond: Division of Educational Research and Statistics, Virginia State Department of Education, 1969. MF-$0.50 HC-$4.20 82P.

Results show: (1) differences in future plans between boys in private versus boys in public schools; (2) differences associated with sex; (3) differences associated with college-non college classification. Recommendations for further study include additional study and analysis of the 1967 survey, and replication of the study in May, 1970. (KJ)

(297) ED 035 054 Miller, Lenard A.; and Others. CONTINUING EDUCATION FOR REHABILITATION COUNSELORS: A REVIEW AND CONTEXT FOR PRACTICE AND RESEARCH. Iowa City: College of Education, Iowa University, 1969. MF-$0.50 HC-$5.75 113P.

Program requires information on: (1) the structure and patterning of tasks in the work milieu; (2) administrative practices and attitudes; and (3) counselor characteristics and how they influence what effect continuing educational experiences of both the during-employment and through employment variety have on desired outcomes. Audiovisual hardware, macro forms of learning, laboratory experiences, and curriculum level structure are considered. (KJ)

(298) ED 035 056 Wittes, Glorianne, and Radin, Norma. TWO APPROACHES TO GROUP WORK WITH PARENTS IN A COMPENSATORY PRESCHOOL PROGRAM. EARLY EDUCATION PROGRAM. Ypsilanti, Mich.: Ypsilanti Public Schools, 1969. MF-$0.25 HC-$1.95 37P.

Results show that participation in a parent education program can produce significant changes in child rearing attitudes and practices. The experimental mothers showed a significant increase in behaviors nurturant of identification and cognitive growth in the child. (KJ)

(299) ED 035 058 Holbrook, Sarah F. A PLAN FOR UTILIZING DIFFERENTIATION OF FUNCTIONS IN DELIVERY OF PSYCHOLOGICAL SERVICES. Minneapolis, Minn.: Minneapolis Public Schools, [1969]. MF-$0.25 HC-$0.30 4P.

Presents a plan based on premise that highly trained psychologists should make their contributions on the broad front of school or system-wide problem solving and problem prevention, and that assessment functions and studies of individual children are also an important part of psychological service. (Author/KJ)

(300) ED 035 135 REPORT ON THE JOINT COMMISSION ON MENTAL HEALTH OF CHILDREN, INC. New York: Foundation for Child Mental Welfare, Inc., 1969. Not available from EDRS. Available from Harper and Row, Inc., 49 East 33rd Street, New York, N.Y. 10016 852P.

Information is presented on poverty and mental health, on the mental health problems of children of minority groups, on emotionally disturbed children and youth, on the social-psychological aspects of normal growth and development of infants, children, adolescents, and youth on employment problems related to mental health and on human resources for services to others. (JM)

(301) ED 035 136 MENTAL HEALTH SERVICES FOR CHILDREN; FOCUS: THE COMMUNITY MENTAL HEALTH CENTER. Chevy Chase, Md.: Center for Studies of Child and Family Mental Health, National Institute of Mental Health (DHEW), 1968. MF-$0.25 HC-Not available from EDRS. Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.30) 24P.

Psychiatric services described are diagnosis, patient care, day care, outpatient care, emergency care, continuity of care and services, and care adjusted to age groupings ranging from infancy to adolescence. Attention is given to research and evaluation, the training of staff and professional personnel, and the facilities and physical plants of institutions. (JM)

(302) ED 035 139 Van Wessem, Katherine. A TUTORING PROGRAM: THE SECOND YEAR. St. Ann, Mo.: Central Midwestern Regional Educational Lab., 1968. MF-$0.25 HC-$2.60 50P.

Underachievers from junior high grades were assigned to tutor younger children classified as slow learners. Tutors volunteered and stress was usually on their own educational needs. Students learned from teaching, became more aware of their own educational problems and possible solutions, developed social skills, and generally increased in self confidence and self esteem. (JM)

(303) ED 035 142 Hensley, Gene, and McAlees, Daniel. REHABILITATION COUNSELORS FOR THE WEST. Boulder, Colo.: Western Interstate Commission for Higher Education, 1968. MF-$0.25 HC-$1.05 19P.

Includes the following tables: number of employed counselors, degree status of employed counselors, annual demand for rehabilitation counselors, a summary of this annual demand, estimates of the future annual demands, and estimated demands for counselors by categories. (JM)

(304) ED 035 370 Creager, John A.; and Others. NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN - FALL 1969. Washington, D.C.: Office of Research, American Council on Education, 1969. MF-$0.50 HC-$4.60 Also available from American Council on Education, Publication Division, 1 Dupont Circle, Washington, D.C. 20036 ($3.00) 90P.

Major objective is to determine how students are affected by the colleges they attend. There are 40 pages of normative data: the first 24 report item data separately for men, women, and all students according to 13 normative institutional categories; the following eight pages show regional norms for men, women, and all students, and the last eight pages are similarly arranged for seven additional institutional categories. (WM)

(305) ED 035 379 Stegman, Wilbur N. A STUDY TO DEVELOP LIVING AREA ACTIVITIES DESIGNED TO IMPROVE THE RETENTION RATIO OF POTENTIAL STUDENT DROPOUTS. FINAL REPORT.

BR-8-F-112, Springfield: Southwest Missouri State College, 1969. MF-$0.25 HC-$2.55 49P.
Assigned to special residence halls, the sample groups were provided with graduate research assistants responsible for conducting certain activities and providing special services designed to prevent college withdrawal. The activities included academic advisement and tutoring, personal guidance and counseling, and social and economic assistance when necessary. Results indicated a significantly higher rate of retention for the sample students as compared to their control counterparts. (DS)

(306) ED 035 384 CONSTRUCTIVE CHANGES TO EASE CAMPUS TENSIONS. Washington, D.C.: Office of Institutional Research, National Association of State Universities and Land Grant Colleges, 1970. MF-$0.50 HC-$1.15 61P.
This compilation documents steps taken by approximately 90 percent of the state universities and land-grant colleges to involve students in governance, and to develop policies and procedures aimed at handling disruption. Indicates that universities have been making diligent efforts to deal with legitimate concerns. (JS)

(307) ED 035 397 Hayes, Glenn E. JUNIOR COLLEGE WORK EXPERIENCE EDUCATION. 1969. MF-$0.25 HC-$1.30 24P.
This paper examines problems in work experience education in five California junior colleges. The value of such programs to students and community and the usual methods of operation are discussed. Some major difficulties are: (1) lack of coordinated supervision by college and employer; (2) little relation of college courses to job experience; (3) conflicts in work and class schedules; (4) student over-interest in the paycheck; (5) occasional poor placement of students. (HH)

(308) ED 035 401 DeLeers, Vincent. THE ROLE OF THE STUDENT PERSONNEL STAFF BEFORE, DURING AND AFTER A CONFRONTATION WITH THE INSTITUTION BY STUDENTS. 1969. MF-$0.25 HC-$0.80 14P.
The student personnel staff should know what to do before, during, and after the incident. Early preparations include creating a climate of trust between college and students. The protest should later be analyzed less to neutralize its effects than to discover reasonable and/or needed changes. (HH)

(309) ED 035 403 Baird, Leonard L. PATTERNS OF EDUCATIONAL ASPIRATION. Iowa City, Iowa: Research and Development Division, American College Testing Program, 1969. MF-$0.25 HC-$1.25 23P.
Aspiration appears an important predictor in its own right, being based to some extent on the experience of success in high school. Academic and extracurricular accomplishments both have a notable impact on aspiration. (HH)

(310) ED 035 404 THE TWO-YEAR COLLEGE AND ITS STUDENTS: AN EMPIRICAL REPORT. Iowa City, Iowa: Research and Development Division, American College Testing Program, 1969. MF-$0.75 HC-$7.70 152P.
The junior college is examined from three aspects: institutional characteristics, student characteristics, and prediction of student academic success. Each of these topics is documented by several research articles. (MS)

(311) ED 035 413 Hernandez, John Paul. WHAT CAN I DO? AN ALTERNATIVE TO CONFRONTATION: THE BAKERSFIELD COLLEGE TUTORIAL PROJECT. 1969. MF-$0.25 HC-Not available from EDRS. 40P.
College students tutored disadvantaged (minority group) elementary and junior high school students after school. An evaluation concluded that the tutorial project was extremely valuable for both tutors and tutees. (MS)

(312) ED 035 419 Dyste, Ron. THE STUDENT COUNSELING PROGRAM: CRITICISM AND ANALYSIS. MF-$0.25 HC-$1.45 27P.
Evaluates program designed to test the efficacy of peer counseling for students from low income families of minority ethnic background. Emphasis is on the internal development of the program and the problems encountered as the students who were involved organized their efforts toward accomplishing goals. The effects of student power, salary, and idealism as motivating forces behind the program are discussed. (Author/MC)

(313) ED 035 474 TO OUR INDIAN YOUTH - GENERATION WITH A FUTURE. Salamanca, N.Y.: Senaca Nation Educational Foundation, 1968. MF-$0.50 HC-$3.85 75P.
Information relating to future occupational and educational opportunities, such as lists of schools and scholarships of specific interest to Indian youth, is presented. Programs for work preparation are discussed. Trends developing in regard to employment opportunities and practices are examined. (DB)

(314) ED 035 486 Maddox, Marion E.; and Others. PART-TIME ENTRY JOB SURVEY OF PRAIRIE GROVE, ARKANSAS. Fayetteville: Department of Vocational Education, Arkansas University, 1969. MF-$0.25 HC-$1.60 30P.
Businessmen of Prairie Grove, Arkansas, were personally interviewed to determine the feasibility of establishing a standard supervised cooperative part-time education program for the students of the area. A majority expressed an interest in participating in a cooperative program. An appendix includes news releases about the program, a copy of the questionnaires used, and other materials pertinent to this exploratory study. (BD)

(315) ED 035 506 Schwarzeller, Harry K. CAREER PLACEMENT AND ECONOMIC LIFE CHANCES OF YOUNG MEN FROM EASTERN KENTUCY. Lexington: Agricultural Experiment Station, Kentucky University, 1964. MF-$0.25 HC-$1.00 18P.
The document compares, in narrative and statistical fashion, the career levels of non-migrants to those who migrate to industrial areas. Comparisons are made considering the educational attainment effect on career opportunities. Concludes that one who remains enhances his economic life chances by completing high school; if he migrates, a high school education seems to have little effect on his level of living. (DB)

(316) ED 035 675 Brody, Lawrence; and Others. DISCOVERING AND DEVELOPING THE COLLEGE POTENTIAL OF DISADVANTAGED HIGH SCHOOL YOUTH: A REPORT OF THE THIRD YEAR OF A LONGITUDINAL STUDY ON THE COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM. New York: Division of Teacher Education, City University of New York, 1969. MF-$0.75 HC-$7.70 152P.
The report, which includes specialized topical essays, details the characteristics of the third year group of participants at intake, their aptitude and previous achievement, the effects of the summer program, achievement and attendance, guidance

services, college consultants, and graduation and college acceptance. (EM)

(317) ED 035 680 Braen, Bernard B. THE EVOLUTION OF A THERAPEUTIC GROUP APPROACH TO SCHOOL-AGE PREGNANT GIRLS. Syracuse: Upstate Medical Center, State University of New York, [1968]. MF-$0.25 HC-$1.10 20P.
The program provided needed services in the areas of obstetrics, pediatrics, education, social work, nursing and psychology. The report focuses on the inadequacies of initial approaches and assumptions and makes suggestions for improvements. (KG)

(318) ED 035 682 Schenkel, K. F., and Hudson, R. H. RECLAIMING THE HARD CORE UNEMPLOYED THROUGH TRAINING. Marietta: Lockheed-Georgia Company, [1968]. MF-$0.25 HC-$0.45 7P.
This report describes a metalworker's training program conducted by the Lockheed-Georgia Company and funded by the Manpower Development Training Act. Tests used to screen candidates are discussed, along with a specific account of the training offered. A special counselor worked with each trainee three times a week for the purpose of encouraging acceptable behavior in a working situation. (KG)

(319) ED 035 686 Lopate, Carol. THE COLLEGE READINESS PROGRAM: A PROGRAM FOR THIRD WORLD STUDENTS AT THE COLLEGE OF SAN MATEO, CALIFORNIA. THE STUDY OF COLLEGIATE COMPENSATORY PROGRAMS FOR MINORITY GROUP YOUTH. New York: ERIC Clearinghouse on the Urban Disadvantaged, Columbia University, 1969. MF-$0.25 HC-$1.90 36P.
The program aimed at insuring that, once admitted, these students would be given necessary financial, emotional and academic backing to succeed within the College. Attrition rose to 55 percent by Spring of 1969 due to fund cutbacks and campus violence. (KG)

(320) ED 035 705 Brody, Lawrence, and Marin, Genaro. WHY DO TEENAGERS GO TO COLLEGE? COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM. RESEARCH REPORT. New York: Division of Teacher Education, City University of New York, 1968. MF-$0.25 HC-$1.10 20P.
Circumstances more than people tend to lessen the aspirations of the teenagers studied. The three chief circumstances were lack of money, fear of failure, and not strong enough motivation. The main reasons for going to college were relevant to the improvement of their self image and a pragmatic orientation toward a career. (KG)

(321) ED 035 706 Kaye, Mildred. COLLEGE DISCOVERY AND DEVELOPMENT TUTORIAL PROGRAM, 1967-68. RESEARCH REPORT. New York: Division of Teacher Education, City University of New York, 1968. MF-$0.25 HC-Not available from EDRS. 38P.
The tutors, recruited from the City University of New York system had, on the whole, a beneficial effect on the disadvantaged high school students as academic achievement, aptitude and self-esteem in the latter group improved. (KG)

(322) ED 035 718 GUIDELINES FOR PROGRAM DEVELOPMENT AND EVALUATION; VOCATIONAL DIPLOMA, ASSOCIATE DEGREE. Madison: Wisconsin State Board of Vocational, Technical, and Adult Education, 1968. MF-$0.50 HC-$3.30 64P.
The document includes: general information on the philosophy and objectives underlying vocational, technical, and adult education; guidelines for associate degree programs, guidelines for vocational diploma programs, including diploma program criteria and procedures for new full-time diploma program approval. (KJ)

(323) ED 035 730 Shontz, David Frank. AN EXPERIMENT IN TEACHING AGRICULTURAL OCCUPATIONS INFORMATION TO HIGH SCHOOL STUDENTS. Not available from EDRS. Available from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106, 113P.
Findings indicated that integrated and separate units teaching methods did not differ significantly in student achievement on a test of agricultural occupations and a test of land use and conservation, but both were superior to the instructor's own method. (DM)

(324) ED 035 732 Rubin, Leonard (Ed.) AN ANNOTATED BIBLIOGRAPHY ON THE EMPLOYMENT OF DISADVANTAGED YOUTH, 1960-1966. Washington, D.C.: Bureau of Social Science Research, Inc., 1969. MF-$0.50 HC-$3.90 76P.
The bibliography is divided into four parts: an overview of the subject of employment and employability; the social, psychological, and educational aspects of employment; social, psychological, and educational rehabilitation and vocational training programs; and critical observations on policies and programs. A total of 1,500 articles were examined but only 150 were selected. (BC)

(325) ED 035 742 Thompson, John F. PILOT PROGRAMS IN VOCATIONAL AGRICULTURE. REPORT NO. 2, CHARACTERISTICS OF STUDENTS ENROLLED IN WISCONSIN VOCATIONAL AGRICULTURE PILOT PROGRAMS, 1968-1969. Madison: Department of Agricultural and Extension Education, Wisconsin University, 1969. MF-$0.25 HC-$1.95 37P.
Presents data on student characteristics, student attitudes, career plans, occupational aspirations and expectations, vocational maturity, interests, skills, and aptitudes for 205 students enrolled in 10 Wisconsin vocational agriculture pilot programs. (DM)

(326) ED 035 743 A GUIDE TO THE DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED. New York: National Committee on Employment of Youth, 1969. MF-$0.25 HC-$1.75 33P.
The content of the guide is a refinement of papers presented at the national workshop and includes the following topics: Curriculum Development, Teaching the Disadvantaged, New Counseling Functions and Supportive Services, Working With Employers and Unions, Involving the Community, Towards An Instructional System, and Vocational Education--A Developmental Perspective. Selective vocational programs excerpts from the legislation and a bibliography are appended. (CH)

(327) ED 035 750 Lecznar, W. B.; and Others. VOCATIONAL-TECHNICAL EDUCATION: NEW HORIZONS; A SYMPOSIUM PRESENTED AT THE MEETING OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION (LAS VEGAS, NEVADA, APRIL 2, 1969). 1969. MF-$0.50 HC-$3.95 77P.
This symposium focused on curricular developments and trends, prediction models and inputs from psychological testing, a developmental counseling program within a 2-year technical institute, and their implications for vocational-technical education. (CH)

DISSERATION RESUMES

(328) 70-1363 Agee, Kathleen Machree. EXPERIENCED COUNSELORS: ATTITUDE AND INTEREST PATTERNS BY TYPE OF WORK SETTING. University of Alabama, 1969, 30(9), 3712-A.

The results of this investigation provided evidence of both differences and similarities among experienced counselors. In this sample it was possible to differentiate among secondary school counselors, student personnel workers in higher education, and vocational rehabilitation counselors on the basis of SVIB-M profiles. The groups could not be effectively differentiated on the basis of HRI scores. (Author)

(329) 70-9402 Alper, Theodore Goodman. A COMPARISON OF TWO TREATMENT APPROACHES FOR THE BEHAVIOR PROBLEMS OF ELEMENTARY SCHOOL CHILDREN. University of Oregon, 1969, 30(11), 4762-A.

The specific objectives were: (1) to compare client-centered counseling and precision teaching as to their effectiveness in dealing with the behavior problems of children in the elementary school; (2) to produce changes in the personality status of children in the elementary schools; (3) to produce changes in social status in the classroom; and (4) to determine whether certain counselors are more effective overall, no matter which approach they utilize, in dealing with the behavioral, social, or personality problems of elementary school children. No significant differences among treatment groups or among counselors were found for any of the outcome measures. (Author)

(330) 70-420 Althoff, John Gilbert. A COMPARISON OF PARENTS' INTERACTION WITH EMOTIONALLY DISTURBED AND WELL SIBLINGS. Southern Illinois University, 1969. 30(7), 3378-B.

The present study employed thirty-two families each of which contained two children. None of the experimental hypotheses received statistical confirmation. There were a few aposteriori findings indicating a small degree of relationship between the R-deviation measure and child psychopathology. It was suggested that one reason the study failed to replicate previous work is that samples of the present and previous studies differed in socio-economic level, amount of parents' education, and the childrens' ages. (Author)

(331) 70-5540 Anderson, Gilbert Werner. THE CHARACTERISTICS OF VOLUNTARY AND INVOLUNTARY COUNSELEES AT THORNTON JUNIOR COLLEGE. University of Arizona, 1969. 30(9), 3713-A.

There appear to be few distinct differences in characteristics between voluntary and involuntary counselees at Thornton Junior College. It is concluded that a choice of either method of counseling initiation over the other would be an arbitrary decision based on a specified goal or philosophy, since there were no clear differences between voluntary and involuntary initiation. (Author)

(332) 70-3807 Anderson, Robert Alexander. DESCRIPTION OF COMMUNITY JUNIOR COLLEGE CHIEF STUDENT PERSONNEL ADMINISTRATORS ON REGIONAL AND INSTITUTIONAL COMPARISON. University of Utah, 1969, 30(9), 3659-A.

Community junior college chief student personnel administrators generally held a master's degree--for those holding a doctorate, there were twice as many Ed.D.'s as Ph.D.'s. Most were male, between the ages of 31 and 50, had held their positions for three years or less, and were on twelve-month contracts. Few belonged to professional organizations. (Author)

(333) 69-21,746 Appleberry, Mary Hilton. A STUDY OF THE EFFECT OF BIBLIOTHERAPY ON THIRD-GRADE CHILDREN USING A MASTER LIST OF TITLES FROM CHILDREN'S LITERATURE. University of Houston, 1969, 30(7), 2718-A.

It was concluded that bibliotherapy is possible and helpful in a normal classroom, and that as an influence to improve the mental health of children it should be utilized in schools. (Author)

(334) 70-6286 Armlin, Nelson Joseph. FOUR ASPECTS OF COUNSELOR BEHAVIOR AND MEASURED PERSONALITY TRAITS RELATED TO THE OPEN-CLOSED COGNITIVE CONTINUUM OF THE ROKEACH DOGMATISM SCALE. The Florida State University, 1969, 30(10), 4213-A.

Viewing the results one might conclude that there seems to be some relationship between dogmatism as measured by the Rokeach Scale and effective counseling as viewed by counseling practicum supervisors. The study did not answer questions concerning the degree to which dogmatism affects counseling nor the specific behaviors and personality characteristics which might distinguish high dogmatic from low dogmatic counselors. To make any generalizations from such tenuous and inconclusive results is therefore not recommended. (Author)

(335) 70-4324 Atinsky, Jordan M. THE EFFECT OF REHABILITATION SUPERVISORS' LEVEL OF TRAINING ON CLIENTS' SATISFACTION WITH SERVICES, SATISFACTION WITH JOB, AND EMPLOYMENT STATUS. The University of Iowa, 1969, 30(9), 3713-A.

The results of this study did not support the position that supervisor's level of training had a differential effect on the client's satisfaction with services, satisfaction with job, or employment status. (Author.)

(336) 70-7261 Austin, Brian Michael. THE EFFECTS OF GROUP SUPERVISOR ROLES ON PRACTICUM STUDENTS' INTERVIEW BEHAVIOR. Southern Illinois University, 1969, 30(10), 4213-A.

The Counselor Verbal Response Scale was employed to determine if significant differences existed among trainees belonging to leader-centered, group-centered, or control seminars in the proportion of their responses judged affective, understanding, specific, and exploratory during their final interview. Significant differences were observed on only the understanding dimension. The control trainees achieved highest percentage of understanding responses. (Author)

(337) 70-5163 Axmaker, Larry William. THE EFFECT OF GROUP COUNSELING ON THE SELF-CONCEPT, ON THE MOTIVATION TO ACHIEVE AND ON THE PROPORTION OF DROPOUTS AMONG UNSELECTED COMMUNITY COLLEGE STUDENTS AT SOUTHWESTERN OREGON COMMUNITY COLLEGE. Oregon State University, 1970, 30(10), 4214-A.

The sample consisted of eighty-three students selected at random and divided into an experimental and a control group. The evidence indicates that the effect of group counseling on the self-concept, on the motivation to achieve, and on the proportion of dropouts is not determined by this study. (Author)

(338) 70-4847 Baron, Mary Ann. RELATIONSHIP BETWEEN SELF-CONCEPT AND PHYSICAL FITNESS. Arizona State University, 1969, 30(9), 3714-A.

The main conclusion is that when an individual is functioning at a high level of physical fitness he does view himself and others more positively. (Author)

(339) 70-1343 Barz, Anita I. PREDICTION OF SECONDARY SCHOOL ACHIEVEMENT FROM PRIMARY GRADE APTITUDE AND ACHIEVEMENT MEASURES. St. John's University, 1969, 30(8), 3271-A.
There was a substantial or high relation between the primary grade measures employed and achievement at tenth and eleventh grades. (Author)

(340) 70-6 Bazik, Anna Marie. CHARACTERISTICS OF JUNIOR COLLEGE MALE STUDENTS WHO SEEK COUNSELING SERVICES. Northwestern University, 1969, 30(7), 2793-A.
Conclusions were: (1) Those who seek counseling score lower on tests of academic achievement and ability than students who do not, and those who volunteer for group counseling score lowest on these measures; and (2) Those who seek individual counseling, when compared with the other two groups, carry more academic hours per semester, have higher aspirations to specialize in occupational areas, and have more similarity with persons who value good scholarship; but they have less similarity with persons who prefer "typically-masculine" type jobs and lower economic and political values. (Author)

(341) 70-1240 Beebe, Josephine Parisi. SEMANTIC DIFFERENTIAL ANALYSIS OF COUNSELOR PERCEPTION OF STUDENT ATTITUDES TOWARD SELECTED CONCEPTS. The University of Connecticut, 1969, 30(8), 3311-A.
High degree of similarity of perception was found among adolescents and adults. Empathy among trained and experienced counselors occurred only in approximately fifty percent of the total opportunities for its expression. This finding is indicative that different and more effective approaches, both in the screening of the counselor candidates and in training programs, are crucial to the future of counseling as a profession. (Author)

(342) 69-16,942 Bell, David George. RELATIONSHIPS BETWEEN TEST PERFORMANCES, SELF-VIEWS, AND LEISURE-TIME ACTIVITIES OF SUPERIOR HIGH SCHOOL FRESHMEN AND THEIR REPORTED SUBSEQUENT LEADERSHIP. The University of Wisconsin, 1969, 30(9), 3714-A.
The sex of the student and participation in sports were the only variables showing a significant relationship with leadership. The significance of sex may come from the societal mores as well as the availability of leadership positions. The social environment in which the students were raised may also be an important factor. (Author)

(343) 70-2426 Bell, Norman Darrel. THE RELATIONSHIP OF OCCUPATIONAL CHOICE TO EGO IDENTITY AND SELF-CONCEPTS. Utah State University, 1969, 30(8), 3272-A.
The verbalized vocational choice is consistent with measured interests. Adolescents with no vocational commitment demonstrate a greater degree of identity diffusion--lower ego identity achievement and lower self-concept--than adolescents with a vocational commitment. Ego identity was not significantly related to intelligence or achievement. Ego identity, self-concept, and self-acceptance are related measures dealing with level of maturity and ego integration in adolescence. (Author)

(344) 70-7424 Below, Helen Irene. LIFE STYLES AND ROLES OF WOMEN AS PERCEIVED BY HIGH SCHOOL GIRLS. Indiana University, 1969, 30(11), 4763-A.
Determines whether there is a relationsh p between stated life styles and role perceptions and (1) year in school; (2) educational expectations, (3) academic aptitude; (4) socio-economic background; (5) educational background of the mother; and (6) present employment status of the mother. Also determines whether high school freshman and senior girls view their future roles as women in a traditional or an egalitarian way. (Author)

(345) 70-10,12 Bemis, Katherine Ann Soucek. RELATIONSHIPS BETWEEN TEACHER BEHAVIOR, PUPIL BEHAVIOR AND PUPIL ACHIEVEMENT. The University of New Mexico, 1969, 30(11), 4764-A.
Develops and uses a classroom observation instrument which (1) is based on Sullivan's social-psychological theory of personality; (2) is related to the specified educational goals outlined by Krathwohl, Bloom and Masia in 1964; (3) makes it possible to tabulate teacher and pupil behaviors; and (4) can be administered and interpreted without extensive training. Results imply that there are significant interrelationships between teacher behavior, pupil behavior and pupil achievement. (Author)

(346) 70-8 Benjamin, Jeanette Ann. A STUDY OF THE SOCIAL PSYCHOLOGICAL FACTORS RELATED TO THE ACADEMIC SUCCESS OF NEGRO HIGH SCHOOL STUDENTS. Northwestern University, 1969, 30(8), 3543-A.
The academically successful males had significantly higher means than the unsuccessful males on the following six scales: Responsibility, Socialization, Communality, Achievement via Conformance, Intellectual Efficiency, Sense of Well-Being. The successful females had higher means on the first four scales mentioned above. A tally of the 330 items showed all students to be concerned with financial, educational-vocational, and more individualistic personal problems. (Author)

(347) 70-5256 Bensman, Charles Joseph. A FOLLOW-UP STUDY OF THE 1967 GRADUATES OF JOINT VOCATIONAL SCHOOLS WITHIN THE STATE OF OHIO. Ball State University, 1969, 30(9), 3625-A.
Among the conclusions are: (1) student guidance services in the joint vocational schools were reported to be less than adequate; (2) with few exceptions graduates do become employed in the occupation for which they have been trained in vocational programs and indicate a high degree of satisfaction with job situations after employment. (Author)

(348) 69-19,929 Berryman, Berle Wayne. THE EFFECTS OF GROUP COUNSELING UPON VISUAL PERCEPTION AND ITS RELATIONSHIP TO OTHER FORMS OF PERCEPTION. (Appendix A: "Tennessee Self Concept Scale," pages 93-98, and Appendix B: "California Test of Personality," pages 99-106 not microfilmed at request of author. Available for consultation at North Texas State University, Library.) 1969, 30(7), 2793-A.
The hypotheses which predicted that those students who received group counseling would evidence a more significant positive change in visual perception than those who received no group counseling was accepted. The hypothesis which predicted there would be a significant correlation between the change in perception of visual images and the positive increase in self-concept, personal adjustment, social adjustment, and school grades for those students who received group counseling were rejected. (Author)

(349) 70-5166 Bigsby, Robert Alexander. ANALYSIS OF SELECTED FACTORS RELATING TO THE NEIGHBORHOOD YOUTH CORPS PROGRAM IN RURAL COUNTIES OF OREGON. Oregon State University, 1970, 30(10), 4344-A.

Data for 302 enrollees were obtained through a random sampling of terminated out-of-school enrollees. Socioeconomic information was extracted from enrollee application forms and files. Educational information was obtained from the last school attended. Selected findings were: (1) a higher-proportion of females succeeded than did the males; (2) accurate prediction of both success and failure was not possible for male enrollees and married or divorced females; (3) it was possible to correctly predict success and failure of single female enrollees approximately 75 percent of the time by employing five socioeconomic factors; and (4) an equation was developed for predicting success or failure of single female enrollees. (Author)

(350) 70-4725 Bishop, John Byron. THE RELATION OF COUNSELOR TRAINEE INTERVIEW BEHAVIORS TO SELECTED PERSONALITY TRAITS AND CLIENTS' RATINGS OF EFFECTIVENESS. Ohio University, 1969, 30(9), 3715-A.

The results of the study suggest that counseling effectiveness, when measured in terms of client satisfaction, can be related to the counselor's skill in implementing specific interview behaviors. (Author)

(351) 70-3815 Blackburn, John Leslie. PERCEIVED PURPOSES OF STUDENT PERSONNEL PROGRAMS BY CHIEF STUDENT PERSONNEL OFFICERS AS A FUNCTION OF ACADEMIC PREPARATION AND EXPERIENCE. The Florida State University, 1969, 30(9), 3745-A.

Preparation in student personnel work contributes emphasis upon the individual, counseling, educational reform, models for behavioral learning, and the use of behavioral science techniques to create an environment for learning. Experience in student personnel work contributes emphasis upon research, needs of students, interpretation of the nature of education, and experience to achieve personal developmental tasks. (Author)

(352) 70-2848 Blindert, H. Dieter. EXPERIMENTS IN THE ESTABLISHMENT OF VERBAL BEHAVIORS IN CHILDREN THROUGH THE TRAINING OF MOTHERS IN BEHAVIOR MODIFICATION. The University of Rochester, 1969, 30(9), 3773-A.

The terminal objective of the study is represented by a teaching program which incorporates the discoveries and results of four case studies with respect to the goal of determining a procedure, which, if administered as directed, has a very high probability of resulting in the predetermined behavioral changes in a mother, and consequently in her child. (Author)

(353) 70-6727 Blum, Maryann Baird. THE ELEMENTARY SCHOOL COUNSELOR AND THE EDUCABLE MENTALLY RETARDED CHILD. The Ohio State University, 1969, 30(10), 4295-A.

The purpose of this study was to conceptualize the roles and responsibilities of the elementary school counselor in providing guidance assistance to the educable mentally retarded child chronologically aged six through twelve. It was concluded that: (1) the teachers of the educable mentally retarded sampled and supported the roles of the counselor as defined by the professional organizations in the field; (2) specific counselor behaviors viewed essential tended to be people oriented, while behaviors considered to be less essential were data or institutionally oriented; and (3) the consultation role of the counselor is perceived as being more critical than the counseling role in meeting the guidance needs of the educable mentally retarded child, although counseling with individual pupils is the single most important counselor responsibility. (Author)

(354) 69-22-093 Bodden, Jack Leo. COGNITIVE COMPLEXITY AS A FACTOR IN APPROPRIATE VOCATIONAL CHOICE. The Ohio State University, 1969, 30(7), 3380-B.

It may be concluded that male subjects, particularly upperclass males, who are vocationally complex are more likely to choose an occupation whose work environment is compatible with their personality-coping style, than are cognitively simple males. It may also be concluded that vocationally complex upperclass college males are more restrictive in terms of their expression of liking for the kinds of activities and subjects assessed by vocational interest inventories than cognitively simple upperclassmen. Finally, this investigation supports the conclusion that cognitive complexity, while varying from one stimulus dimension to another, shows some degree of intraindividual consistency across stimulus dimensions. (Author)

(355) 70-8613 Borup, Jerry Hamilton. A FACTORIAL DELINEATION OF A COLLEGE CULTURE AND THE DEVELOPMENT OF A PREDICTIVE COLLEGE PERSISTENCE INSTRUMENT. Mississippi State University, 1969, 30(11), 5074-A.

Two major objectives are: (1) to identify sociological variables associated with college persistence which contribute to an understanding of the college dropout; and (2) to develop and delineate a college persistence prediction instrument. A predictive College Persistence Index was developed which appears to have considerable merit in predicting college persistence at the time the student enters college. (Author)

(356) 69-21,786 Boulware, Donald Walter. PREFERENCES AND EXPECTANCIES REGARDING THERAPIST AGE AND SEX. The University of Texas at Austin, 1969, 30(7), 3381-B.

In general, the older male was the most preferred therapist. Regarding the expectancies of different therapists, it was found that the older males expected to give the most advice and be the most understanding, experienced, and knowledgeable. The most important single determinant of the subjects' preferences was their expectancy about the therapists' ability to understand their problem. The major implications of the findings for psychotherapy are that matching a client with a therapist of the preferred age and sex might increase his attraction to the therapist, increase his receptivity to the therapist's influence, and result in more effective and more efficient therapy. When such matching is not possible, attempts should be made to change the client's preferences and the related expectancies so he will "prefer" the available therapist. (Author)

(357) 70-9329 Boyd, Grace Spencer. READING ACHIEVEMENT AND PERSONAL ADJUSTMENT: A STUDY OF THE EFFECTS OF PARTICIPATION AS A TUTOR AND AS A PUPIL IN AN ELEMENTARY SCHOOL TUTORIAL READING PROGRAM. University of Alabama, 1969, 30(11), 4764-A.

Findings support hypothesis that underachievers in reading are also highly anxious and are judged by their teachers as being less well adjusted. The self-concept is not significantly related to reading achievement, manifest anxiety or teacher ratings of pupil adjustment. (Author)

(358) 70-6563 Brabham, Robert Edmund. EXPECTATIONS OF COLLEGE STUDENTS TOWARD PHYSICALLY DISABLED COUNSELORS. University of Missouri, 1969, 30(10), 4215-A.

The results provide support for the conclusions that, as compared with able-bodied counselors, disabled subjects attribute greater credibility to a disabled counselor; able-bodied students also attribute higher credibility to a disabled counselor who has apparently overcome the limitations imposed by a physical disability. (Author)

(359) 70-4849 Brady, Thomas Frank. THE EFFECTS OF SHORT-TERM MICROCOUNSELING TRAINING. Arizona State University, 1969, 30(9), 3715-A.
The statistical analyses indicated the usefulness of exposing counselor trainees to the methods and procedures of the microcounseling model. Specific counseling skills were identified and were operationalized sufficiently to be taught. The treatment group did significantly improve in their ability to respond in an affective-understanding manner. The significant changes were maintained over a one-week period of time. Findings confirm effectiveness of the microcounseling model and have important implications for counselor education. (Author)

(360) 70-3859 Bredemeier, Richard Alan. AN EXPLORATION OF FACTORS ASSOCIATED WITH STUDENTS WHO ARE SUCCESSFUL FOLLOWING THEIR READMISSION TO PURDUE UNIVERSITY. Purdue University, 1969, 30(9), 3716-A.
This study was designed to identify factors associated with students who are successful after readmission, and to develop a method by which those factors can be readily used to make decisions regarding the readmission of students. (Author)

(361) 70-9119 Brewer, Ted Eugene. RELATIONSHIPS AMONG INDIVIDUAL SHORT-TERM COUNSELING, ACADEMIC ACHIEVEMENT, PERSONALITY FACTORS AND COLLEGE STUDENTS. North Texas State University, 1969, 30(11), 4765-A.
The major conclusions are that: (1) individual short-term counseling, as used in this study, is not effective in improving academic achievement or college persistence of "marginally" achieving junior college students; and (2) that personality traits are not effective in predicting academic achievement or college persistence of "marginally" achieving junior college students. (Author)

(362) 69-20,968 Brodis, Nellie Frances Tidline Adams. PARENT-CHILD RELATIONSHIP AND SELF-CONCEPT AS RELATED TO DIFFERENTIAL ACADEMIC ACHIEVEMENT OF ADOLESCENT SIBLINGS IN FATHER-ABSENT FAMILIES. Cornell University, 1969, 30(8), 3180-A.
Major findings were: (1) welfare children perceived themselves as being more passive than non-welfare children; and (2) greatest differences in self-concept were reported by welfare and non-welfare children in families where siblings differed in achievement level. (Author)

(363) 70-723 Brusasco, Marjori. WORK CONTENT AND VOCATIONAL DEVELOPMENT IN NOVELS LISTED FOR USE IN NEW YORK STATE SECONDARY SCHOOLS. New York University, 1969, 30(9), 3717-A.
Lowest Indexes were in novels suggested for grades seven to nine. All stages of vocational development appeared. Career patterns for men were diverse, for women, restricted. Attitudes ranged from strong liking for work using mind and skill to strong dislike of monotonous tasks imposed by others. Concomitants reflected the historical and agrarian settings. The list as a whole presented a somewhat narrow view of work and occupational choice. (Author)

(364) 70-2097 Brusnahan, Brother Joseph. A STUDY OF THE EFFECTS OF SMALL-GROUP COUNSELING OF NINTH-GRADE UNDERACHIEVERS. The University of Tennessee, 1969, 30(8), 3273-A.
A real difference between achieving and the underachieving groups exists which seems to be due to non-intellective factors. Experimental subjects possess negative attitudes toward themselves and are less happy than their more successful peers. Counseling has a contribution to make to the amelioration of underachievement, this problem has many deep-rooted facets which demand a varied and lengthy treatment. (Author)

(365) 70-6943 Buck, Charles Warren. CRYSTALLIZATION OF VOCATIONAL INTERESTS AS A FUNCTION OF EXPLORATORY EXPERIENCE DURING THE COLLEGE YEARS. Columbia University, 1969, 30(11), 4823-A.
No support was provided for the theory that the crystalization of vocational interests is a function of extensive and effective vocational exploratory behavior. Nor was there support for the proposition that certain ability and personality characteristics modify the effect of exploration upon crystallization. Supplementary analyses indicated that vocational interest crystallization, as measured in this study, is significantly related to the predominant type of interest which a student develops by college graduation. Academic major was not found to relate to the extent of crystallization. (Author)

(366) 70-1843 Buck, Mildred Leona Rogers. THE CULTURALLY DISADVANTAGED CHILD AND LEVEL OF SCHOOL ACHIEVEMENT AS RELATED TO THE INTERNAL VERSUS EXTERNAL CONTROL OF REINFORCEMENT PERSONALITY CONSTRUCT, DEVIANT CLASSROOM BEHAVIOR, AND PARENTAL ATTITUDES. St. Louis University, 1969, 30(8), 3312-A.
Among the findings were: (1) the hypotheses that the parents of adequate achievers would set higher minimal standards and attainment values for the academic achievements of their children were not supported; and (2) the hypotheses that the parents of adequate achievers would rate their children significantly higher in competence, and would indicate that they were significantly more satisfied with their children's performance in intellectual - academic activities than would underachievers, were supported. (Author)

(367) 69-22,585 Burton, Juana Maria. AN EVALUATION OF THE CRITERIA FOR SELECTING RESIDENCE HALLS INTERNS AT INDIANA UNIVERSITY. Indiana University, 1968, 30(9), 3664-A.
A major conclusion was that the use of the Strong Vocational Inventory Blank and the Minnesota Multiphasic Personality Inventory does not provide significant information on the basis of their ability to discriminate among applicants. (Author)

(368) 69-21,307 Bush, Louis F. INTERRELATIONSHIPS AMONG RACIAL-ETHNIC BACKGROUND, FAMILY SIZE, AND INDIVIDUAL SOCIO-ECONOMIC DEVELOPMENT. United States International University, 1969, 30(7), 3113-A.
The statistical analysis of data resulted in 117 significant determinations between various groups. Some generalizations are: (1) Caucasians tend to have higher Composite I.Q. Values than Negroes regardless of background; (2) differences between Caucasian and Mexican-American Groups were not consistent; (3) Negroes, Mexican-Americans and Caucasians within socio-economic classes tend to have equivalent career aspirations; and (4) college attendance tends to be inversely

related to family size regardless of racial-ethnic or socio-economic background. (Author)

(369) 70-4044 Bylsma, Donald, Jr. CHANGES IN LOCUS OF DECISION MAKING AND ORGANIZATIONAL STRUCTURE IN SELECTED PUBLIC COMMUNITY COLLEGES IN MICHIGAN SINCE 1965. The University of Michigan, 1969, 30(9), 3746-A.

Each of the institutions included in the study had moved in the direction of a tighter structured bureacracy. However, neither size, bargaining agent of faculty, nor structure of the bargaining unit appeared to be connected to observed changes. (Author)

(370) 70-3391 Carbuhn, Wayne McKinzie. JOB CORPSMEN SELECTION AND PREDICTION OF SUCCESSFUL COMPLETION OF THE GENERAL EDUCATION DEVELOPMENT (GED) PROGRAM AT CLEARFIELD URBAN JOB CORPS CENTER. University of Utah, 1969, 30(9), 3774-A.

Age is not a very significant factor involved in passing the General Education Development test and ethnic group classification was important, but indirectly related. Highest grade completed in school was not a reliable indicator of level of academic achievement. Other demographic-biographic data and social adjustment ratings were not useful. (Author)

(371) 70-8411 Carson, Mary Ruth. A DESCRIPTIVE STUDY OF ROLES: ELEMENTARY SCHOOL COUNSELORS, PSYCHOLOGISTS AND SOCIAL WORKERS. University of Washington, 1969, 30(11), 4767-A.

Findings indicated that teachers demonstrated little agreement on expectations but tended to focus on traditional modes of service. Teachers evaluated psychologists as more technically skilled, as opposed to the general usefulness of the counselor. Advantage of the counselor appeared to be knowledge of the total school, rather than professional competence. Social workers were viewed as being more involved with parents than with school personnel. (Author)

(372) 70-4045 Carter, Robert Denis. GAZING AND SMILING AND THE COMMUNICATION OF INTERPERSONAL AFFECT IN A QUASI-INTERVIEW SITUATION. The University of Michigan, 1969, 30(9), 4014-A.

The predicted relationships obtained were: (1) Smile subjects smiled more and gave more positive evaluations of the confederate than did Non-Smile subjects; and (2) Friendly Role subjects smiled and gazed more than did Impersonal Role subjects. Downward temporal trend effects were observed for both smiling and gazing. It was concluded that while smiling and verbal evaluations depended mostly upon confederate smiling behavior, gazing seemed to be primarily a function of properties of the interviewer role. (Author)

(373) 70-9510 Cavins, David Allen. THE COMPARATIVE PERFORMANCE OF SUPPORT PERSONNEL WITH SYSTEMS APPROACH INSTRUCTION AND ELEMENTARY SCHOOL COUNSELORS AND TEACHERS. Michigan State University, 1969, 30(11), 4767-A.

Major implications were: (1) with short-term systematic training, lay personnel could be trained to perform routine and clerical tasks so as to do them as well as either counselors or teachers; and (2) counselors with graduate preparation and experience in performing the selected tasks would be no more effective in the performance of these tasks than either teachers or laymen with specific training. (Author)

(374) 70-6653 Cherry, Ada Lou. A COMPARISON OF SELECTED CHARACTERISTICS OF GRADUATED STUDENTS AND ACADEMICALLY DISQUALIFIED STUDENTS WHO WERE ADMITTED WITH WARNING TO BALL STATE UNIVERSITY AUTUMNS, 1963 AND 1964. Ball State University, 1969, 30(10), 4217-A.

Conclusions were: (1) Measured verbal ability on the SAT-Verbal scale differentiates between those students who will be academically successful or unsuccessful in performing college work; (2) The SAT-Math and SAT-Total scores discriminate between only males who are graduated or academically disqualified, not the females; (3) Rank in high school graduating class is a reliable indicator of college success; (4) The scores of the New Purdue Placement Test in English discriminates between males who eventually are graduated or academically disqualified, not the females; (5) The fact that a student's parents both have attended college is a determining factor in academic success or academic failure of the Admitted with Warning student; and (6) Low ability females continue in a consistent manner and make low grades in college as they did in high school; therfore, their academic progress is much more predictable. (Author)

(375) 70-2926 Churchill, William DeLee. A CASE STUDY APPROACH TO THE INVESTIGATION OF PARENTAL INFLUENCE ON THE VOCATIONAL ATTITUDES AND VALUES OF ADOLESCENT MALES. The University of Rochester, 1969, 30(9), 3717-A.

The male adolescents' vocational attitudes and values are derived from a complex of interactions within the family unit. The type and kind of parental identification seems to have an effect on the development of vocational attitudes and values. These attitudes and values are subject to varying degrees of modification from persons external to the nuclear family. (Author)

(376) 70-4852 Clark, Mary Delilah. THE EFFECTS OF COUNSELOR SUPERVISORS' VERBAL REINFORCEMENTS UPON COUNSELOR TRAINEES' VERBAL BEHAVIOR. Arizona State University, 1969, 30(9), 3718-A.

The results imply that when reward is consistently given immediately following the counselor's emission of the desired behaviors, the supervisor will modify the trainee's behavior in the desired direction. (Author)

(377) 70-8123 Clark, Sandra Jean. AN EXPLORATORY ANALYSIS OF EDUCATIONAL OPPORTUNITY PROGRAM (EOP) WOMEN STUDENTS IN A UCLA RESIDENCE HALL. University of California, Los Angeles, 1969, 30(11), 4768-A.

The findings include a body of data concerning the following topics: (1) roommates; (2) food; (3) floor living; (4) house advisor staff; (5) employment; (6) finances; (7) knowledge and use of facilities and staff; (8) tutors and academic problems; (9) verbal communication; (10) social life; and (11) family. (Author)

(378) 69-21,636 Clinch, Margaret Andrews.. AN EVALUATION OF THREE METHODS OF ORIENTATION OF SIXTH-GRADE PUPILS FOR JUNIOR HIGH SCHOOL. University of Pennsylvania, 1968, 30(7), 2794-A.

Three methods were evaluated: visitation, closed-circuit television, and a combination of these two methods. For information about classes both the visitation and the combination are more effective than television alone. For information about activities, television alone is more effective than the

combination. For information about the role of the counselor, the visitation is the most effective method. (Author)

(379) 70-6952 Cohen, Shirley. IMPULSIVITY IN LOW-ACHIEVING AND HIGH-ACHIEVING LOWER CLASS BOYS. Columbia University, 1969, 30(10), 4269-A.
Two hundred and forty lower class, inner-city boys in third and fifth grades were studied. The Matching Familiar Figures Test, the Porteus Maze Test and the Stroop Color-Word Test were used to assess impulsivity. Conclusions were: (1) low-achieving lower class boys are more impulsive; (2) approach to cognitive tasks can be temporarily modified by instructions, but such modification does not result in changes in performance level; (3) low achievers were found to be more consistent in style than high achievers, but there is no clear-cut evidence to support the hypothesis that they are more flexible in approach than are high achievers; and (4) no over-all differences in style were found between the age-grade groups. (Author)

(380) 70-4052 Collins, Erik. THE RELATIONSHIP OF PERCEPTIVENESS AND ATTITUDE OF ELEMENTARY TEACHERS TO CERTAIN DIMENSIONS OF CLASSROOM MENTAL HEALTH. The University of Michigan, 1969, 30(9), 3775-A.
A teacher attitude toward children of permissiveness and perceptiveness about student self concept and inter-student affection was related to hygienic classroom characteristics. Teacher perceptiveness about group phenomena, such as classroom norms and inter-student influence was also related. Teachers were either so "involved" that they were less perceptive about personal, individual student dimensions, or were more concerned with the creation of healthy conditions for the classroom group than with the management of each child individually. (Author)

(381) 70-6663 Comeaux, Charles Ray. INTENSITY OF GROUP INTERACTION AS A FACTOR IN CHANGE IN SELF-CONCEPT AND DOGMATISM. University of Arizona, 1969, 30(10), 4218-A.
A test group of fifty-six male and female volunteers was secured and seven treatment groups and a control group were set up. This research points out that intensity of group interaction is an important variable with regard to self-concept change in group counseling. It was concluded that members of counseling groups which operated at less intense levels of interaction did not differ in degree of change in self-concept scores from those individuals in the control group who received no treatment. (Author)

(382) 70-5728 Condie, James Duane. A SURVEY OF THE INCIDENCE OF INAPPROPRIATE BEHAVIOR OF UNIVERSITY STUDENTS AS RELATED TO THE GEOGRAPHICAL DISTANCE FROM THE STUDENT'S HOME TO THE UNIVERSITY. University of Denver, 1969, 30(10), 4546-A.
Because there were signficant differences relative to distance between the students' homes and the univerisites, and because there was not consistent pattern of inappropriate student behavior relative to geographical distance from students' homes to the university it was recommended that: (1) the belief held by many administrators, that the further a student is from home the greater his incidence of inappropriate behavior, should be abandoned, unless their institutions fall outside the scope of the present investigation; and (2) further research among smaller institutions, and among privately controlled colleges and universities, should be undertaken before generalizing the results of this study to all educational institutions. (Author)

(383) 70-5011 Conklin, Janis Mae. PARENTS' PERCEPTIONS OF A B C D F MARKS. Case Western Reserve University, 1968, 30(9), 3854-A.
Questionnaires were distributed to a random sample of four hundred parents of fifth grade school children in four school systems in Greater Cleveland. There were two major hypotheses tested: (1) Parents of each of three socioeconomic strata (upper-middle, lower-middle, lower) hold views of A B C D F marks which are common to the stratum but different from the other strata; (2) Parents who share experiences or aspirations other than socioeconomic status have similar perceptions of school marks. All variables tested--socioeconomic status, educational aspirations, good or poor marks received by the child, community and school system influence--were found to be associated with some differences in parents' perceptions of school marks. (Author)

(384) 70-7898 Conroy, William Gardner, Jr. AN INVESTIGATION OF ALTERNATIVES TO IMPROVE ATTITUDES OF JUNIOR HIGH SCHOOL STAFF MEMBERS TOWARD VOCATIONAL EDUCATION IN THE HIGH SCHOOL. University of Massachusetts, 1969, 30(11), 4799-A.
The study found junior high school staff members to have favorable attitudes toward vocational education with two major exceptions: vocational education was not perceived to be a suitable experience for scholastically able students; and the occupations for which vocational students were trained were not as socially respectable as other employment alternatives. Attitudes of vocational staff members toward program change should be considered in initiating a cooperative planning effort. (Author)

(385) 70-7196 Constantine, David Deets. COUNSELOR ROLE AND ROLE CONFLICT IN A COMPREHENSIVE REHABILITATION CENTER. The Pennsylvania State University, 1969, 30(11), 5063-A.
Counselors' and administrators' perceptions were relatively congruent in all areas except clerical-administrative, case recording, and professional and self development. The administrators appear to be highly influential in fashioning the counselor role. The clients' and counselors' expectations were nearly congruent in only two areas, vocational counseling and case recording. All other category comparisons were statistically significant. (Author)

(386) 70-6081 Conway, Lee. THE SCHOOL COMMUNITY WORKER SERVICE IN THE INNER CITY SCHOOL. University of California, Berkeley, 1969, 30(11), 4675-A.
The three-fold goal of the project was: (1) to provide employment for black parents residing in the target area served by these schools; (2) to reform aspects of inner city education; and (3) to provide models of adults who are warm, friendly, and respected for disadvantaged youths who have never perceived blacks from their community in successful, responsible positions. With the possible exception of academic achievement, evidence of positive change was adduced in all areas assessed. (Author)

(387) 69-20,837 Costello, Daniel Edwin. A STUDY OF THE RELATIONSHIPS BETWEEN FAMILY COMMUNICATION PATTERNS AND ADOLESCENT AUTONOMY. Michigan State University, 1969, 30(7), 3113-A.
Four measures of adolescent autonomy were investigated: the child's perceived influence on his parents' decisions; the child's perceived self-confidence in his own decision-making; the extent to which the parents let their child make his own decisions; and the child's claimed use of personal and mediated sources for ideas. The most consistent predictor of the child's

perceived autonomy was his communication style with his primary parent. (Author)

(388) 70-2928 Cotnam, John Dale. VARIANCE IN SELF-REPORT MEASURES ON DISADVANTAGED YOUNG ADULTS AS A FUNCTION OF RACE AND STATED PURPOSE OF TESTING. The University of Rochester, 1969, 30(9), 3719-A.
It was concluded that, for both Negro and white subjects, self-favoring bias occurred in self-report when the purpose of testing was understood to be appraisal and the measures were viewed as sensitive or related to economic and vocational advancement. No evidence existed that examiners of unlike race were perceived as "threatening" to subjects of either race as defined by social desirability response set and self-favoring bias. Negro and white examiners represented different demand characteristics to subjects of both races. (Author)

(389) 70-3356 Cox, Harold Crisp, Jr. THE RELATIVE STANDING OF THE HIGH SCHOOL COUNSELOR AS PERCEIVED BY STUDENTS, PARENTS, TEACHERS AND COUNSELORS. Rutgers-The State University, 1969, 30(9), 3776-A.
When considered as an educational problem consultant, the guidance counselor is seen as best able to resolve the problem in his particular dimension by all four groups. In the vocational problem area there is more of a common agreement concerning the fitness and dimensionality of the counselor. For personal problem solving counselors are seen as most effective only by themselves and parents. (Author)

(390) 69-21,637 Coyle, Thomas Harrison. PUBLIC COMMUNITY COLLEGE STUDENTS' PERCEPTIONS OF COUNSELING AND ADVISORY SERVICES. University of Pennsylvania, 1969, 30(7), 2794-A.
Two major conclusions were drawn from the data: (1) Evening students would be offered counseling and advisory services which are equal to those offered to day students. (2) Programs should be prepared to handle a large variety of academic, vocational, and emotional-social problems. Support personnel and referral services should be utilized. (Author)

(391) 70-1149 Crisler, Jack Roger. THE EFFECTS AND UTILITY OF TRAINING AND USING SUBPROFESSIONAL REHABILITATION PERSONNEL AS GROUP FACILITATORS. University of Georgia, 1969, 30(8), 3274-A.
Positive changes were obtained from pre- and postratings of student behavioral characteristics, but only two ratings, cooperativeness and work attitude, improved significantly. None of the personality and intelligence variables were significantly correlated with achievement of facilitation functioning levels. Meaningful and functionally important relationships were obtained from the EPPS variables of Achievement (-.741), Deference (.545), Intraception (.545), Abasement (.527), Nurturance (.500) and Aggression (-.616). (Author)

(392) 69-18,829 Curris, Constantine William. THE ACADEMIC PERFORMANCE OF PRATERNITY PLEDGES. University of Kentucky, 1967, 30(7), 2720-A.
The findings suggest that more emphasis should be placed on individual academic advising and tutorial assistance, and less emphasis placed on unduly restrictive pledge regulations and scholarship "gimmicks." (Author)

(393) 69-21,680 Curry, Keith LeRoy. VOCATIONAL ADJUSTMENT OF EDUCABLE MENTALLY RETARDED HIGH SCHOOL WORK STUDY STUDENTS. The University of Iowa, 1969, 30(7), 2845-A.
Using criteria deemed important by employers, neither EMR work study students nor staff members could accurately predict how well the students would do in a work setting. IQ was not significantly related to vocational success. (Author)

(394) 70-4234 Curtis, Eugene Lester. A STUDY OF THE DIFFERENCES BETWEEN A GROUP OF COMMUNITY COLLEGE STUDENTS IN AN ADJUSTMENT SKILLS COURSE AND A CONTROL GROUP ON SELECTED PERSONALITY AND NON-ACADEMIC CHARACTERISTICS. The University of North Dakota, 1969, 30(9), 3720-A.
Females of each group were significantly higher than the two male groups on most of the variables where measurable differences were noted. A sex difference was the major differentiating factor in the study and not treatment differences. (Author)

(395) 70-1238 Curtis, George William, Jr. INTER-RELATIONSHIPS AMONG ACADEMIC ACHIEVEMENT, ACADEMIC ABILITY AND ATTITUDE TOWARD RESIDENCE HALL LIVING OF COLLEGE FRESHMEN. United States International University, 1969, 30(8), 3316-A.
Academic achievement, academic ability, and attitude toward residence hall living were significantly interrelated. Those with a more positive attitude tended to have lower ability scores. (Author)

(396) 70-2430 Dash, Edward Frank. THE EFFECTS OF SELF-RESPONSIBILITY ON THE PROGRESS THAT STUDENTS MAKE IN COUNSELING. Utah State University, 1969, 30(9), 3720-A.
The major findings did not support the assumptions that students who are identified as initiative-takers make better progress or are better adjusted in a counseling relationship. (Author)

(397) 70-7400 Davids, Leo. THE FOSTER FATHER ROLE. New York University, 1968, 30(10), 4577-A.
Interviews were conducted of foster fathers, mothers, boys age 8-11, and the caseworker in charge, in 40 foster homes. It was found that foster mothers are dominant in almost all areas of foster boys' development. Likewise, foster fathers showed greater social distance toward caseworkers than foster mothers. However, many joint activities were found between foster fathers and the boys; instead of a weak, superficial relationship appearing most frequently in foster-only cases, it appears that having had one's own children before becoming a foster father does not increase the extent of a foster father's personal involvement in raising the boy. (Author)

(398) 69-18,835 Davidson, Richard Allen. A STUDY OF PERSONALITY TRAITS AND VALUE SYSTEMS OF HIGH SCHOOL ATHLETES AND NONATHLETES. University of Kentucky, 1967, 30(9), 3777-A.
High school students who participate in interscholastic athletics do possess personality traits and value systems which are significantly different from those students who are non-participants in interscholastic athletics. (Author)

(399) 70-1203 Davis, Charles Spurgeon. AN ASSESSMENT OF THE EFFECTIVENESS OF SMALL GROUP COUNSELING ON SELECTED GROUPS OF SEVENTH AND NINTH GRADE UNDERACHIEVING BOYS. The

University of Tennessee, 1969, 30(8), 3275-A.
Shows significant differences in scores on the measures of self concept, personality, achievement, and behavior. Shows no significant differences in scores on measures of grade point averages and intelligence, with one exception, in that the ninth grade group made significant improvement in grade point averages the following year. Small group counseling does improve the counselees' social adjustment and behavior in the classroom. Improvement in grade point averages may be an indirect result. (Author)

(400) 70-5445 DeBord, Larry William. THE ACHIEVEMENT SYNDROME AMONG NEGRO AND WHITE CULTURALLY DISADVANTAGED BOYS. Vanderbilt University, 1969, 30(10), 4558-A.
A sample of 45 white and 48 Negro boys, all age eleven and enrolled in grades 4, 5, or 6, were identified. Data were gathered from school records, mother as respondent, and the boy himself. These data suggest that among disadvantaged boys there are distinct differences between mother's and son's perception of supportiveness of the family. In both samples, the data tend to support an identification model of the development of achievement. These findings suggest the need for enriching the interactional field of the disadvantaged learner, especially Negroes, through education of parents in requirements of educational and occupational structure, and by bringing about greater diversity of both student body and teaching staff in schools serving low-income communities. (Author)

(401) 70-3420 Delidow, Stanley Victor. A STUDY OF INQUIRY AND CONCEPTUAL IDEAS AT SELECTED GRADE LEVELS. Wayne State University, 1969, 30(9), 3710-A.
The data in this study shows a definite relationship between levels of inquiry ability and stages of cognitive growth. The finding supports those curriculum workers who urge educators to place more emphasis on inquiry skills fashioned in some developmental sequences. (Author)

(402) 70-4854 Diblin, Joan Edna. ANXIETY IN COUNSELOR TRAINEES. Arizona State University, 1969, 30(9), 3721-A.
Five of the criteria indicate more anxiety in inexperienced counselor trainees than those with experience. Two criterion measures indicate more anxiety in experienced counselors. For all but three measures of the sixteen which demonstrated significance, more anxiety was produced in counselor trainees (regardless of experience or sex) to the male client than to the female client. No significant relationships were found when combining all dependent measures. (Author)

(403) 70-4765 Donohue, Stephen Thomas. THE EFFECTS OF THREE VIDEO TAPE CRITIQUE METHODS IN PRACTICUM UPON PROSPECTIVE COUNSELORS' NONVERBAL BEHAVIOR. New Mexico State University, 1969, 30(9), 3721-A.
When no systematic effort is made to alter specific behaviors, the nonverbal behaviors of prospective counselors are not likely to be effected differentially by video tape recording critique procedures and the practicum supervisor's affect upon the acquisition of nonverbal behaviors is minimal. Certain nonverbal behaviors tended to be effected as a result of the interaction of supervisors and treatments. Video tape recordings are a utilizable medium for counselor education research. (Author)

(404) 69-21,684 Doyal, Guy T. THE EFFECT OF TEST ANXIETY ON THE PROBLEM SOLVING ABILITY OF THIRD GRADE CHILDREN. The University of Iowa, 1969, 30(7), 2846-A.
Investigated the relationship between predetermined levels of test anxiety, as measured by the Test Anxiety Scale for Children and intelligence on problem solving ability. The conclusions are that the amount of anxiety introduced to the subjects was enough to facilitate their performance but not enough to interfere with it. It appears all children, regardless of anxiety level and intelligence level, react to facilitating amounts of test anxiety in the same way. (Author)

(405) 70-6573 Drake, Francis Owen. AN ANALYSIS OF THE WORK-STUDY PROGRAM IN SELECTED MISSOURI SCHOOLS. University of Missouri, Columbia, 1969, 30(10), 4345-A.
Some conclusions of the study were: (1) because of nonparticipation among eligible schools, program benefits have not been available on an equitable basis to substantial numbers of financially needy vocational students over the state; (2) work-study programs and students served by them have been located principally in rural Missouri, while metropolitan and inner-city vocational students have largely been unserved by the program; (3) work-study students represent a normal risk for occupational placement when compared to other secondary vocational graduates; and (4) the program has not been used as an available school resource at the grade levels where drop-out rates are the highest. (Author)

(406) 70-4064 Duggal, Satya Pal. RELATIONSHIPS BETWEEN STUDENT UNREST, STUDENT PARTICIPATION IN SCHOOL MANAGEMENT, AND DOGMATISM AND PUPIL CONTROL IDEOLOGY OF SCHOOL STAFF IN THE HIGH SCHOOLS. The University of Michigan, 1969, 30(9), 3671-A.
Among the conclusions are: (1) unrest is a response to the psychological rather than the material environment; and (2) sensitive areas of student participation are student publications, a voice in determining who shall receive nonacademic awards, selecting speakers for the general assembly programs, and evaluating the way the courses are taught. (Author)

(407) 70-7950 Dunn, Harry Christie. A STUDY OF PARENTAL ATTITUDES CONCERNING A PROGRAM FOR ACADEMICALLY GIFTED CHILDREN. Indiana University, 1969, 30(11), 4678-A.
Comparisons were made between parent groups with relationship to school assignment, sex, and socioeconomic level. Parents, as a whole, overwhelmingly endorsed the program. Variables of sex and socioeconomic level had no affect upon parental attitudes. (Author)

(408) 70-5840 Dyer, Fred Joseph. A COMMUNICATION OF THE ACTUAL AND IDEAL ROLE AND FUNCTION PERFORMED BY HIGH SCHOOL COUNSELORS AS PERCEIVED BY PROFESSIONAL PERSONNEL AND STUDENTS. University of Colorado, 1969, 30(10), 4219-A.
The teachers felt counselors should ideally counsel students with personal or social problems, consider with a teacher a problem he has with a student in class, interview students referred by teachers, counsel parents concerning problems of a student, use research to identify common student problems, and direct research studies to evaluate guidance services, more than they perceived the counselors to be actually performing these functions. The administrators felt the counselors should ideally use research to identify common student problems, more than they perceived the counselors to be actually

performing this function. The students felt counselors should counsel students with personal or social problems and interpret the guidance program through speeches more than they perceived the counselors to be actually performing these functions. The counselors felt they should conduct follow-up study of graduates, direct research studies to evaluate guidance services, and discuss the purposes of the guidance program in staff meetings more than they perceived themselves to be actually performing these functions. (Author)

(409) 70-9427 Easton, William Michael. A COMPARATIVE STUDY OF THE EDUCATIONAL VALUES OF TWO-YEAR AND FOUR-YEAR COLLEGE STUDENTS. University of Oregon, 1969, 30(11), 4770-A.
No statistically significant differences were found in the educational values of two-year and four-year college students in terms of their (1) values perceived in a college education; (2) values or reasons for selecting a particular college; and (3) values or reasons for attending a community college. Major value of a college education was seen to be vocational training, especially for two-year college students. The four-year student selected intellectual growth as a major value more frequently than did the community college student. (Author)

(410) 70-3410 Elliott, Alice Louise. FOSTERING SELF ACTUALIZATION OF HIGH SCHOOL STUDENTS THROUGH GENERAL SEMANTICS TRAINING IN ENCOUNTER GROUPS. United States International University, 1969, 30(9), 3632-A.
Significant gains for students were reported in the following areas: learning to listen; delaying signal reponses and actions of anger; less alienation; more empathy with others; more honesty; increased sense of humor; decreased feelings of prejudice; an increase of trust in themselves inspite of outside influences; less feelings of "phoniness" and more feelings of identification with others resulting in an increase in a sense of personal identity and responsibility. (Author)

(411) 69-21,689 Engelkes, James Richard. THE EFFECT OF REHABILITATION COUNSELORS' LEVEL OF TRAINING ON JOB PERFORMANCE. The University of Iowa, 1969, 30(7), 2796-A.
Two criteria of job performance were supervisor's global ratings of job performance, and client reports of satisfaction with their counselor. Results indicated that there is insufficient evidence to show any training effect for different levels of training when rated either by their supervisor or their successfully "rehabilitated" clients. (Author)

(412) 70-1052 Erickson, Gordon Louis. A SURVEY OF THE ATTITUDES OF WORKERS IN SELECTED OCCUPATIONS. Washington State University, 1969, 30(7), 2796-A.
The instrument used was the Projective Occupational Attitudes Test to evoke responses from workers to certain occupational dimensions and to certain need satisfactions likely to be derived from their occupations. The P.O.A.T. appeared to be capable of eliciting responses to tasks, work environment, equipment, interpersonal relations, security, satisfaction-enjoyment, achievement, and money. (Author)

(413) 70-2304 Fairchild, Patricia Carlette. GRADE POINT AVERAGE AND VARIANCE AS CRITERIA OF COLLEGE ACADEMIC PERFORMANCE. The University of Oklahoma, 1969, 30(8), 3318-A.
When the entire sample was used, the total grade point average exhibited the strongest relationship with the measures of potential academic performance. When the sex-linked difference was considered, the females exhibited a much stronger relationship between the predictor variables and criterion measures than the males. (Author)

(414) 70-3422 Ferguson, Charles Ora. A FOLLOW-UP STUDY OF A GROUP OF SECONDARY SCHOOL STUDENTS IN AN EXPERIMENTAL PROGRAM: PROJECT UPWARD BOUND. Wayne State University, 1969, 30(9), 3632-A.
Sixty-three per cent had a positive change in their grade point averages. A significant number of Upward Bound students raised their level of aspiration by making changes in their choice of a vocation. Fifty-one per cent have continued their education in post-secondary programs. The casualty rate for Upward Bound students is lower than that usually expected for all students in similar programs. (Author)

(415) 70-4530 Ferguson, Richard Leroy. THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF A COMPUTER-ASSISTED BRANCHED TEST FOR A PROGRAM OF INDIVIDUALLY PRESCRIBED INSTRUCTION. University of Pittsburgh, 1969, 30(9), 3856-A.
The results of the study indicated that on an average, the branched test could provide the same information for the given unit as a conventional paper and pencil test in one-half of the time and with substantially greater reliability. It was concluded that the branched test has tremendous potential for a program of individually prescribed instruction where information obtained is criterion referenced and is used for instructional decision making. (Author)

(416) 69-22,526 Ferritor, Daniel Edward. MODIFYING INTERACTION PATTERNS: AN EXPERIMENTAL TRAINING PROGRAM FOR PARENTS OF AUTISTIC CHILDREN. Washington University, 1969, 30(7), 3114-A.
The main hypothesis of the research was confirmed: the equilibrium rate of speaking for the children did increase after their parents were trained to reciprocate positively in structured language exchanges, and follow-up data suggest the changes were permanent. (Author)

(417) 70-5016 Finney, Betty Jane. THE MODIFICATION OF CONCEPTUAL TEMPO IN DISADVANTAGED BOYS. Case Western Reserve University, 1969, 30(9), 3782-A.
Cognitive impulsivity is a pervasive and persistent dimension of behavior which negatively affects problem solving abilities. It appears that individuals are incapable of controlling their own impulsivity even if the stakes are extremely high. Suggestions were made as to methods of externally modifying behavior in the school setting. (Author)

(418) 70-1586 Firme, Thereza Penna. EFFECTS OF SOCIAL REINFORCEMENT ON SELF-ESTEEM OF MEXICAN-AMERICAN CHILDREN. Stanford University, 1969, 30(8), 3332-A.
Mixed treatment groups showed significant overall improvement in attendance while monocultural treatment groups had little or no improvement. Self-esteem correlated positively with responsiveness to learning situation and to amount of exposure to both Mexican and American cultures. (Author)

(419) 70-1339 Fitzgerald, Margaret E. OPINIONS OF ACTIVE CERTIFIED OR LICENSED PUBLIC SCHOOL GUIDANCE COUNSELORS IN NEW YORK STATE ON THEIR PROFESSIONAL REQUIREMENTS FOR CERTIFICATION.

St. John's University, 1969, 30(8), 3276-A.
Counselors support these requirements: (a) teaching certification, (b) teaching experience, (c) non-school work experience, (d) supervised fieldwork, (e) two years of graduate work, (f) completion of at least 14 specified courses or of a state-approved program. (Author)

(420) 70-3358 Ford, Susan F. AN INVESTIGATION OF VALUES FOR AND PROCESSING OF VOCATIONAL INFORMATION BY HIGH SCHOOL STUDENTS AND COUNSELORS: A MATHEMATICAL APPROACH. Rutgers-The State University, 1969, 30(9), 3783-A.
Conclusions to be drawn are that counselors and college-bound seniors behave in the same manner in making purely actuarial predictions, at least within the framework of this study, so that perhaps some counselor time might be freed from educational-vocational planning with college-bound students in order to spend more time on such planning with non-college-bound students. (Author)

(421) 70-55 Frankel, Phylis Schwartz. THE RELATIONSHIP OF SELF-CONCEPT, SEX ROLE ATTITUDES, AND THE DEVELOPMENT OF ACHIEVEMENT NEED IN WOMEN. Northwestern University, 1969, 30(7), 3371-B.
The following tests were administered: The California Psychological Inventory, The EPPS, The Bill's Index of Adjustment and Values, and A Semantic Differential. The findings suggest goal-oriented women, regardless of their age and stage in life, are predominantly comfortable with themselves and have reached a generally good level of personal adjustment. In addition, positive self-perception and self-esteem appear crucial to the development of personalized goals. The findings suggest that a better level of adjustment is generally attained as one grows older. It was found that the undergraduate non goal-oriented woman possesses the least positive self-concept. (Author)

(422) 70-3887 Friedersdorf, Nancy Wheeler. A COMPARATIVE STUDY OF COUNSELOR ATTITUDES TOWARD THE FURTHER EDUCATION AND VOCATIONAL PLANS OF HIGH SCHOOL GIRLS. Purdue University, 1969, 30(10), 4220-A.
This study used the Vocational Interest Blank for Women with 27 males and 29 females role-playing as a college bound high school girl, and 23 males and 27 females role-playing as a non-college bound high school girl. In addition, all subjects completed a Personal Information Form designed to obtain information concerning family background, education, and professional experience. The most pertinent implication of this study is that the counselor attitudes reflected by these data may be expected to have an effect of some magnitude in their counseling relationships. Such differing perceptions of women's occupational roles may affect the higher educational and vocational goals of the female student. (Author)

(423) 70-4359 Friedman, Ronald Joel. THE RELATIONSHIP OF SELF-IDEAL SELF CONCEPT DISPARITY TO INTELLECTUAL ABILITY AND ACADEMIC ACHIEVEMENT IN NINTH GRADE BOYS AND GIRLS. The University of Iowa, 1969, 30(9), 3783-A.
Among the findings are: (1) for middle and high achievers there is a trend toward higher disparity scores as a function of increasing ability; (2) achievement levels in general did not provide a useful dimension upon which differences in disparity scores could be evaluated; and (3) several groups of subjects reported negative disparity scores indicating a description of the self more favorable than the ideal self. (Author)

(424) 70-5644 Fuhriman, Adelaide Jean. THE RELATION OF CLIENT SUSCEPTIBILITY TO PERSUASION AND COUNSELOR EXPECTATION OF THE OUTCOMES OF A COUNSELING EXPERIENCE. University of Minnesota, 1969, 30(10), 4221-A.
The clients perceived more satisfaction and more content acquisition as having taken place than did their counselors, whereas the counselors saw more behavior changes as having taken place than did their clients. The conclusion drawn from these results was that studies using either client or counselor ratings become questionable unless there are controls placed on the differences and similarities of ratings. It appears critical that a researcher be attentive as to who makes the judgment concerning outcomes of the counseling experience and the type of measurements with which those judgments are made. (Author)

(425) 70-7564 Furchtgott, Mary Wilkes. DEVELOPMENT OF A SELF CHECK LIST OF INTERPERSONAL RELATIONSHIPS IN A COUNSELING SITUATION. The University of Tennessee, 1969, 30(11), 4771-A.
The self check list was administered to experienced counselors. Their scores were subjected to a factor analysis. The self check list was also administered to graduate students in a practicum and to undergraduate students. Comparisions made between the scores obtained by the experienced counselors and the counselor trainees, as well as between the scores of the counselor trainees and the control students, indicate that practicum improves the counselor trainee's orientation toward interpersonal relationships. (Author)

(426) 70-8892 Gahlhoff, Peter Eric. AN ANALYSIS OF THE PERSONAL AND SITUATIONAL FACTORS INFLUENCING SCHOOL COUNSELORS' CAREER PATTERNS. Purdue University, 1969, 30(11), 4771-A.
The Career Pattern Questionnaire provided information concerning positions held, job activities, salary, the enrollment of the school in which employed, and the like. The EPPS and SVIB were used to study the personalistic characteristics of the subjects. Concludes that commitment to school counseling is marginal among those who obtain preparation for the field and that their career development tends to be disorderly. (Author)

(427) 70-1790 Gecas, Viktor. PARENT-CHILD INTERACTION AND ADOLESCENT SELF-EVALUATION. University of Minnesota, 1969, 30(8), 3562-A.
The conclusions are: (1) perceived parental support is an important antecedent condition for the child's self-evaluation, both with respect to feelings of power and virtue; (2) parental control is a more complex variable in its effect on SE than was presently considered; (3) the context of self-evaluation as well as the gender of parent and child and to some extent their social class, affects not only the level of self-evaluation, but also significantly modifies the relationships between perceived parental behavior and the adolescent's self-evaluation. (Author)

(428) 70-9130 George, Flavil Hall. THE RELATIONSHIP OF THE SELF CONCEPT, IDEAL SELF CONCEPT, VALUES, AND PARENTAL SELF CONCEPT TO THE VOCATIONAL ASPIRATION OF ADOLESCENT NEGRO MALES. North Texas State University, 1969, 30(11), 4772-A.
It was concluded that the adolescents' self concepts, the fathers' self concepts, and congruency between the self concepts of the fathers and their sons were all major factors in the vocational aspiration of adolescent Negro males. The implied needs were for self concept developmental programs for children,

self concept remedial programs for adolescents, vocational programs for well adjusted adolescents, and programs to develop parental understanding. (Author)

(429) 70-5092 Gerstl, Theodore Lewis. SENSITIVITY TRAINING WITH UNDERACHIEVING JUNIOR HIGH SCHOOL STUDENTS. Case Western Reserve University, 1969, 30(9), 3724-A.
The final results showed no significant increase in grades under experimental conditions. The hypothesis that heterogeneous groups would be more conducive to bringing about positive change in school grades than homogeneous groups was not supported. (Author)

(430) 70-7131 Gingrich, Douglas David. ADOLESCENT PROBLEMS: RELATIONSHIPS BETWEEN ADOLESCENT AND ADULT PERCEPTIONS IN A RURAL COMMUNITY. Colorado State College, 1969, 30(10), 4221-A.
The Mooney Problem Checklist (form H) and a parents ranking sheet were used to collect data. The population consisted of 358 students in grades seven through twelve and 508 parents. The conclusions were: (1) parents and students identified same major problem areas; (2) there are few significant relationships in the way problem areas are ranked by parents and by students at specific grade levels; and (3) problem areas ranked by mothers compared with areas ranked by fathers shows a significant relationship. Recommendations were made for facilitating a greater degree of communication between adults and youth. (Author)

(431) 70-728 Goldberg, Phyllis Burstein. A STUDY TO DETERMINE THE EFFECTS OF STIMULATED RECALL ON THE PROCESS AND OUTCOME OF GROUP COUNSELING WITH UNDER-ACHIEVING JUNIOR HIGH SCHOOL STUDENTS. New York University, 1969, 30(7), 2797-A.
Empirical results suggest that recall is stimulated most effectively in group setting. The process of stimulated recall in group setting may be used to encourage improvement in study attitudes and to effect positively some areas of group process. (Author)

(432) 70-4235 Grady, William Ellis. SELECTED VARIABLES RELATED TO ACADEMIC ACHIEVEMENT OF AMERICAN AND CANADIAN MALE FRESHMEN AT THE UNIVERSITY OF NORTH DAKOTA. The University of North Dakota, 1969, 30(9), 3725-A.
American College Test and high school grade point average provided best prediction of college achievement for the American freshmen, but were not useful for the Canadian freshmen. Several of the personality variables were found to be related to college achievement. Specific variables related to achievement differed somewhat for the two samples of students. Selected biographical data were not significantly related to the college achievement of either the American or Canadian freshmen. (Author)

(433) 70-4447 Gray, Gary Clark. A STUDY OF THE RACIAL ATTITUDES AND RACIAL PERCEPTIONS OF SELECTED GROUPS OF METROPOLITAN HIGH SCHOOL STUDENTS. The University of Toledo, 1969, 30(11), 4772-A.
Analyses of data indicate that the individual racial attitude and racial perception items tended to form strong (high) associations for white males, and to a lesser extent, white females, attending either a predominantly segregated or fully integrated school. Weak associations for the black groups were formed throughout. Marked differences between black and white Ss occurred. A majority of black Ss perceived themselves and the people in this country to be in favor of integration. White Ss perceived themselves, their friends, and their neighbors to be markedly less in favor of integration. (Author)

(434) 69-21,473 Gray, Ted Warren. A PUBLIC SCHOOL PROGRAM FOR TEEN-AGE MOTHERS. University of Kansas, 1969, 30(7), 2754-A.
The study investigated the development, administration and supervision of a model school for unwed teen-age expectant mothers, and analyzed, descriptively and statistically, selected characteristics of Negro unwed teen-age expectant mothers using a control group for comparative purposes. (Author)

(435) 70-1058 Green, James Gregory. A STUDY OF EXPRESSED BEHAVIOR CHANGES OCCURING AS A RESULT OF EXPOSURE TO FILMED CLASSROOM SITUATIONS AND T-GROUP SENSITIVITY TRAINING. Washington State University, 1969, 30(7), 2880-A.
The results suggest that there are some differences in the effect of the T-Group, the discussion group, and the in-school observation experience. Students involved in the T-Group saw their experience as promoting greater change in the area of self-understanding and human relationships. (Author)

(436) 69-19,162 Green, Rudolph Valentino. SELF-ACTUALIZING VALUES AND OCCUPATIONAL ASPIRATIONS OF CULTURALLY DIFFERENT YOUTH. (Pages 50-52, "Personal Orientation Inventory and Answer Sheet" not microfilmed at request of author. Available for consultation at University of Kentucky Library.) 1969, 30(7), 2848-A.
Analysis of the data, indicating that four of the twelve Personal Orientation Inventory scales are significantly related to the culturally different youth's level of occupational aspiration, suggests that the school can raise the occupational aspirations of culturally different youth by raising the level of their personal orientation values as identified by the POI. (Author)

(437) 70-729 Green, Wanda Jean Liggens. CORRELATES OF DIVERGENT RESPONSES TO THE AVAILABILITY OF A GROUP COUNSELING EXPERIENCE: AN INVESTIGATION OF ACCEPTORS, SEEKERS, NON-SEEKERS AND REJECTORS. New York University, 1969, 30(7), 2798-A.
The problem involved a comparison of 226 eighth graders who either sought, accepted, rejected, or did not seek the invitation to counseling in a large inner-city junior high school. Among those exposed to the invitation of potential help, more were receptive to counseling than opposed to it, which suggests a concern and willingness to improve their educational performance if provided the opportunity. (Author)

(438) 70-5271 Groeneveld, LeRoy Charles. THE POSITIVE EXPERIENCE GROUP ENCOUNTER AND ITS EFFECT UPON SELF-ACTUALIZATION. Ball State University, 1969, 30(9), 3726-A.
The experimental and control groups change significantly in a positive direction from pre- to posttesting on the Personal Orientation Inventory. There was no significant difference in the positive change from pre- to posttesting between experimental and control groups. There was no significant difference in academic performance between the experimental and control groups, when achievement test scores were compared with previous grade-point averages. (Author)

(439) 70-4858 Groenke, Glen Russell. THE RELATIONSHIP OF THE ENTRANCE EXAMINATION SCORE TO GRADE POINT AVERAGE OF JUNIOR COLLEGE FRESHMEN WHEN CLASSIFIED BY AGE, SEX, AND CURRICULUM. Arizona State University, 1969, 30(9), 3709-A.

Among the findings are: (1) there was a greater relationship between the ACT battery scores and the GPA's for young freshman students than for their adult counterparts; (2) the comparison of the groupings made according to sex showed no statistically significant difference between the correlation coefficients of the adult freshman women and the recent high school graduate freshman women. A difference significant at the .01 level was found to exist between the correlation coefficients for the adult freshman men and the recent high school graduate freshman men. (Author)

(440) 70-505 Golden, Mary Patricia Ann. EQUALITARIANISM AMONG COLLEGE STUDENTS ON AN INTEGRATED CAMPUS. Cornell University, 1969, 30(9), 4040-A.

Of the structural or positional variables considered, only sex and amount of interracial contact per week were found to be signficantly related to equalitarianism. That women are significantly and consistently more equalitarian than men, and that the relationship holds for both races, is one of the most significant findings of the study. The other variables--race, level of education, socioeconomic status, mobility, and type of interracial contact--were related to equalitarianism. Ethnic sentiment and satisfaction with the structure of success were also shown to be related to equalitarianism. (Author)

(441) 70-1839 Guidry, Francis Xavier, and Guidry Rosalind. THE RELATIONSHIP OF SOCIAL ATTITUDES TO PERCEIVED CHILDHOOD AND ADOLESCENT ANTECEDENTS. United States International University, 1969, 30(8), 3547-A.

Some findings were: childhood and adolescent peer group conformity as perceived by the student was clearly the most significant and appeared to have the strongest relationship to the social attitudes measured; significant positive correlations were revealed between childhood and adolescent peer group conformity and religious indoctrination and acceptance of dogma, and also between such conformity and nationalism. (Author)

(442) 69-19,447 Hackney, Harold Lee. CONSTRUCT REDUCTION OF COUNSELOR EMPATHY AND POSITIVE REGARD: A REPLICATION AND EXTENSION. A STUDY OF COUNSELOR VERBALIZATIONS RELATED TO EMPATHY, POSITIVE REGARD, AND APPROPRIATENESS AND THE EFFECTS OF PRIORI PLACEMENT OF THREE VERBAL RESPONSE CATEGORIES UPON THEIR UNIQUENESS AS VERBAL COMPONENTS OF THESE CONSTRUCTS. University of Massachusetts, 1969, 30(7), 2798-A.

The study demonstrated the efficacy of operationally defining specific counselor responses, training counselors to emit them in an a priori situation and communicate that intent simultaneous to their production in the counseling interview. (Author)

(443) 70-4095 Hadden, Marise Alvena Tabor Bell. AN ANALYSIS OF THE EMERGING ROLES OF THE PARAPROFESSIONAL SCHOOL-COMMUNITY AIDE WITH IMPLICATIONS FOR STRATEGIES OF SOCIAL CHANGE IN DISADVANTAGED AREAS. The University of Michigan, 1969, 30(9), 3784-A.

There is a high degree of acceptance, understanding, and support of the Community Counselor's effectiveness by parents. There is considerable disparity between and among all groups regarding expectations for the Community Counselor's actual roles and ideal roles which indicates a considerable amount of role ambiguity. The supervision, orientation, and in-service training of Community Counselors need to be improved. (Author)

(444) 70-9348 Hall, Edwin Presley, Jr. AN EXPERIMENTAL STUDY OF THE MODIFICATION OF ATTITUDES TOWARD THE MENTALLY RETARDED. University of Alabama, 1969, 30(11), 4828-A.

Treatments for four experimental groups consisted of varying degrees of exposure to mentally retarded individuals in a residential setting. The results indicated that there were significant shifts in attitudes in all of the treatment groups. There were more negatively directed shifts than positively directed shifts. The greater the opportunity the subjects had to be associated with the mentally retarded the more instances of negative shifts were found. (Author)

(445) 69-17,419 Hamilton, Jack, Arlen. ENCOURAGING CAREER DECISION-MAKING WITH GROUP MODELING AND STRUCTURED GROUP COUNSELING. (Appendices A and B: "Maudsley Personality Inventory," pages 97-103, not microfilmed at request of author. Available for consultation at Stanford University Library.) 1969, 30(7), 2799-A.

The design for this study permitted seven active treatment groups within each of three participating schools. These included two social modeling groups, two structured stimulus materials groups, two models plus participation groups, and one insight control group. The results provided some evidence that behavioral group counseling procedures derived from social behavior principles are effective in altering student behaviors. (Author)

(446) 70-1233 Hamilton, Lawrence S. AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF SMALL GROUP DISCUSSIONS IN FACILITATING INTERETHNIC GROUP COMMUNICATION AND UNDERSTANDING. New Mexico State University, 1969, 30(7), 2849-A.

The mean pre-post attitude changes as measured on selected variables did differentiate between treatment groups, however, the same variables did not differentiate between ethnic groups of sex to a significant degree. The over-all results indicated that the small group can be effective in facilitating greater self-awareness and inter-ethnic group understanding. (Author)

(447) 70-241 Hanchey, Karlos W. FACTORS INFLUENCING OCCUPATIONAL CHOICES AND EDUCATIONAL PLANS OF HIGH SCHOOL STUDENTS WITH IMPLICATIONS FOR CHANGES IN THE ROLE OF THE SECONDARY SCHOOL. The Louisiana State University and Agricultural and Mechanical College, 1969, 30(7), 2756-A.

The objectives were: to determine the educational and occupational aspirations and expectations of the students, the approximate number of students planning to enter the work world after leaving high school, and to establish the relationship of selected factors to the vocational choices of high school youth such as (a) parents, (b) friends, (c) teachers, (d) vocational limitations, and (e) school environment. The Descriptive Survey Method, with the Group Interview Technique, was used in this study. (Author)

(448) 70-1433 Hansen, Andrew H. THE RELATIONSHIP OF PERSONALITY FACTORS TO ACADEMIC ACHIEVEMENT IN COLLEGE. Brigham Young University, 1969, 30(8), 3277-A.

Purpose was to discover if the needs as measured by the Edwards Personal Preference Schedule could be used to

predict academic achievement. The results were negative and the hypotheses could not be supported at the .05 level of significance. (Author)

(449) 69-22,273 Harding, Merle Dennis. A COMPARISON OF THE EFFECTIVENESS OF THREE APPROACHES TO ALTERING BEHAVIOR OF SEVENTH GRADE BOYS. The University of Nebraska, 1969, 30(7), 2799-A.
Subjects were randomly assigned to the following treatment groups: (1) Experimental counseling based on S-R theory; (2) Experimental counseling based on self theory; (3) Lecture/ control group; and (4) Control group. The control and lecture groups evidenced relatively small variations between the pre and post administration of all measures. S-R based techniques and self theory based techniques were accompanied by significant reductions in frequency of emission of behaviors classified as "ineffective," however, behaviors classified as "effective" and self perceptions did not shift in positive directions nor were peer perceptions altered appreciably. Findings cannot provide the basis for a practitioner's decision between the two techniques. (Author)

(450) 70-243 Harrington, Jackie T. FACTORS RELATED TO VOCATIONAL CHOICES OF AGRICULTURAL EDUCATION STUDENTS. The Louisiana State University and Agricultural and Mechanical College, 1969, 30(7), 2881-A.
Objectives of this study were to identify: (1) Some factors which might influence college students in arriving at an occupational choice; (2) Individuals who influence students in their occupational choice; (3) Time when college students made their occupational choices; and (4) The status of occupational expectations of college students. The Descriptive Survey Method, with the Questionnaire Technique, was the method of research used. (Author)

(451) 70-3373 Harrington, Joseph Andrew. MULTIVARIATE TEST SCORE PATTERNS ON THE KPR-V THE KPR-P, AND BOTH COMBINED FOR COLLEGE WOMEN IN FOUR CURRICULUM GROUPS AND COLLEGE MEN IN FIVE CURRICULUM GROUPS. Boston University, 1969, 30(9), 3784-A.
The hypothesis that there are no significant multivariate differences between female students in four major areas of college study on the ten Kuder Preference Record-Vocational scales, was rejected. Classification of students by relating individual centour scores to group centroids ("centour method" of classification) found correct over-all assignment to be 61.05 percent, and classification across all four groups was uniformly good. (Author)

(452) 70-4368 Harris, Donald Warren. COMPARATIVE STUDY OF ATTITUDES AS EXPRESSED BY TEACHERS, ADMINISTRATORS, AND SPECIALLY TRAINED PERSONNEL AS THEY INTERPRET A REPORT ON A PHYSICALLY HANDICAPPED STUDENT. The University of Iowa, 1969, 30(9), 3680-A.
The type of position is a significant factor in determining how the attitudes of the groups are defined. The differences in the ages of the people and the years of experience were not significant factors. Level of training was significant. The sex of the person was not a significant factor. The metropolitan versus the non-metropolitan criterion was of no significance. (Author)

(453) 70-7284 Havlin, Norma Jean. THE RELATIONSHIP BETWEEN TEACHER EXPECTANCY AND THE BEHAVIOR OF FIRST AND SECOND GRADE STUDENTS IDENTIFIED AS BEHAVIOR PROBLEMS. Southern Illinois University, 1969, 30(10), 4276-A.
Results of this investigation do not support either expectancy or dissonance theory. It was concluded that if expectancy truly exists, it may be more difficult to establish and measure than anticipated. The procedures employed seemed to have little effect on either teacher behavior or student behavior. In view of these results, it seemed reasonable to question the probability of expectancy or dissonance making any real difference in the classroom behavior of students. (Author)

(454) 70-7704 Hayden, Jay Gary. CHARACTERISTICS OF ELEMENTARY SCHOOL PUPILS PERCEIVED AS POSSIBLE REFERRALS TO AN ELEMENTARY SCHOOL GUIDANCE COUNSELOR. Iowa State University, 1969, 30(11), 4774-A.
Teachers indicated children who should be referred to counselor if one were available. A control group was also chosen. Areas tested were ability, reading achievement, arithmetic achievement, personal-social adjustment, sex of the child, social class, family constellation, and grade placement. Correlations highly significant included: ability and reading achievement, and arithmetic achievement; reading and arithmetic achievement; personal and social adjustment scores; teacher ratings and ability, reading, and arithmetic achievement. Adjustment and achievement problems were the two most common reasons teachers referred a child. (Author)

(455) 70-4738 Headington, Bonnie Jay. AN INVESTIGATION OF THE VALIDITIES OF AN OBJECTIVE MEASURE OF ACADEMIC MOTIVATION. Ohio University, 1969, 30(9), 3785-A.
The statistical findings offer support for the use of the Headington Academic Motivation Scale in the prediction of academic achievement, but this support was not conclusive across samples. The tendency for the extreme low scorers on the HAM-Scale to dropout of school offers considerable support for the identification of such youngsters at an early grade level through use of the HAM-Scale. (Author)

(456) 70-1231 Healey, Gary William. SELF CONCEPT: A COMPARISON OF NEGRO-, ANGLO-, AND SPANISH-AMERICAN STUDENTS ACROSS ETHNIC, SEX, AND SOCIOECONOMIC VARIABLES. New Mexico State University, 1969, 30(7), 2849-A.
The data in this investigation were treated by means of a three-way analysis of variance to determine whether the influence of the three independent variables, sex, socioeconomic class, and ethnicity, on the fourteen measures of self concept was significant. Mean scores on all scales for the three ethnic categories were significantly different. (Author)

(457) 70-66 Hein, Vernon Lee. A STUDY OF GROUP COUNSELING WITH SELECTED HIGH SCHOOL FRESHMEN. Northwestern University, 1969, 30(7), 2800-A.
Achievement based upon gradepoint average, self report of personal concerns as measured by the Mooney Problem Check List, High School Form, and attendance in school were used as criteria for measuring behavioral change in the study. The findings suggest that future research in group counseling should be directed toward theory formation which aims to merge counseling theory, group process theory, and personality theory. (Author)

(458) 70-2933 Heinrich, Lawrence William. A DESCRIPTIVE STUDY OF A COOPERATIVE URBAN-SUBURBAN PUPIL TRANSFER PROGRAM. The University of

Rochester, 1969, 30(9), 3634-A.
Face-to-face contacts be ween Negro pupils and white pupils in first grade classrooms were occurring at about the same frequency as contacts among members of the same race. The personalities of the pupils and teachers, the classroom approaches used by the teacher, and the emphasis put on affective objectives by the school district were identified as factors which appeared to have significant effects on Negro pupil-white pupil interactions. (Author)

(459) 70-7133 Helberg, Donald Henry. THE EFFECTS OF EDUCATIONAL-VOCATIONAL GROUP GUIDANCE AND CLIENT-CENTERED GROUP COUNSELING ON PERSONALITY FACTORS, STUDENT PROBLEMS, AND VOCATIONAL DIRECTION OF JUNIOR COLLEGE STUDENTS IN A DEVELOPMENTAL PROGRAM. Colorado State College, 1969, 30(10), 4222-A.
In reviewing the results of this study, it was concluded that the client-centered group counseling provided an identifiable trend in the direction of better adjustment as measured by the California Test of Personality. Also, the group guidance experiences provided the opportunity for more of these developmental students to choose an educational program which would be considered more consistent with their indicated abilities and motivation. (Author)

(460) 70-5025 Helfenbein, Louis Nathan. DIFFERENCES AMONG DIFFERENTIALLY DEFINED TYPES OF UNDERACHIEVERS. Case Western Reserve University, 1968, 30(9), 3785-A.
Among the conclusions are: (1) underachievers are a heterogeneous group made up of a variety of differentially performing boys and girls; (2) only the girls selected as underachieving by their teachers in both arithmetic and reading were a significantly distinct type of underachiever category; and (3) teacher judgments were not reliable predictors of achievement performances for either boys or girls. (Author)

(461) 70-4448 Henry, Raymond Steven, Jr. ACADEMIC BEHAVIOR OF STUDENTS WHO TRANSFERRED FROM A BACCALAUREATE COLLEGE TO A COMMUNITY COLLEGE BECAUSE OF LOW ACADEMIC RECORDS. The University of Toledo, 1969, 30(9), 3747-A.
For all three groups, GPA after transfer to the Community and Technical College was higher than GPA before transfer. GPA in vocationally oriented courses in the Community and Technical Colleg was higher than the GPA in general education courses. Before transfer, GPA in professional baccalaureate college courses was higher than the GPA in those courses constituting general education courses in the baccalaureate college. (Author)

(462) 69-21,638 Herskovitz, Frieda Schreiber. THE EFFECTS OF AN EDUCATIONAL-VOCATIONAL REHABILITATION PROGRAM UPON THE SELF-CONCEPTS OF DISADVANTAGED YOUTH. (Appendix pages 167-191 "Scoring Sheet for the Tennessee Self Concept Scale," "Instrument for Estimating Aptitudes," and "Instrument for Estimating Interests" not microfilmed at request of author. Available for consultation at University of Pennsylvania Library.) 1969, 30(7), 2801-A.
It was concluded that the program was not long enough or powerful enough to effect positive changes in the self-concepts of the participating students. It was recommended that work-study programs, for students who do not wish to pursue regular academic curricula, should include training in occupational skills of a level and kind that would enable the youth to achieve real vocational competence and a more positive perception of personal adequacy. (Author)

(463) 70-9437 Hillman, Bill Woods. COMPOSITION OF THE FAMILY CONSTELLATION AND ITS EFFECT ON SCHOOL ACHIEVEMENT: A TEST OF AN ADLERIAN HYPOTHESIS. University of Oregon, 1969, 30(11), 4829-A.
Contrary to the findings of most other researchers, school achievement was not affected by an interaction between the ordinal position factor and the factors of own sex and sibling sex. The negative results may be attributed to error in Adlerian theory, error in measurement, or both. (Author)

(464) 70-3426 Hoffman, Theodore Glenn. EFFECTIVENESS OF A SPECIFIC SOCIAL STUDIES HUMAN RELATIONS PROGRAM IN REDUCING RACIAL STEREOTYPING AT THE ELEMENTARY LEVEL. Wayne State University, 1969, 30(9), 3710-A.
There was no significant difference in racial stereotyping with reference to pictures of boys and girls between the experimental and contrast populations. Pupils in grades four, five and six stereotyped according to race significantly less than pupils in grades one, two and three. Girls stereotyped according to race significantly less than boys. There was no significant reduction according to the racial identity with the pictures. (Author)

(465) 70-1166 Holland, Jessie McWhorter. THE EFFECTS OF COUNSELING ON THE DECISION-MAKING BEHAVIOR OF HIGH SCHOOL SENIORS. University of Georgia, 1969, 30(8), 3278-A.
The findings suggest that: Those students within the individual counseling group made significantly more changes from undecided to decided responses and from inappropriate to appropriate decisions than those students within the guidance group or the control group; no significant differences among the three groups on the variable of confidence, of maturity of attitude, and in degree of self-confidence. (Author)

(466) 69-22,276 Horner, Dorothy Rosemary Lester. AN ANALYSIS OF PERSISTERS AND NON-PERSISTERS AT THE UNIVERSITY OF NEBRASKA. The University of Nebraska, 1969, 30(7), 2850-A.
The study was designed as a comparison of two randomly selected groups--100 persisters and 100 non-persisters who were academically acceptable (2.0 GPA). The survey instrument was the Transactional Analysis of Personality and Environment (TAPE) written by Lawrence Pervin and Donald Rubin. (Author)

(467) 70-1851 Horvat, George Little. A STUDY OF RELATIONSHIPS BETWEEN COUNSELOR SUPERVISOR PERSONALITY AND COUNSELOR TRAINEE GROWTH IN PRACTICUM. St. Louis University, 1969, 30(8), 3278-A.
The counselor-trainees did grow in warmth, empathy, and genuineness during the practicum experience, but there were no significant differences in the amount of growth brought about by any of the supervisors' personalities. (Author)

(468) 70-5098 Horvat, Joseph James. A CROSS-CULTURAL COMPARISON OF CONCEPTUAL TEMPO AND OTHER VARIABLES. Case Western Reserve University, 1969, 30(9), 3786-A.
Lower-class sixth-grade boys did display a significantly

higher incidence of impulsivity than middle-class sixth-grade boys. Significant diffe rences on degree of rigidity were found for both the social class effects and the cognitive style effects. Lower-class reflectives displayed a higher degree of rigidity than did middle-class reflectives. Lower-class reflectives preferred spelling to a higher degree than did middle-class reflectives. (Author)

(469) 70-4682 Hubbert, Ardelle Kennedy. EFFECT OF GROUP COUNSELING AND BEHAVIOR MODIFICATION ON ATTENTION BEHAVIOR OF FIRST GRADE STUDENTS. University of Arizona, 1969, 30(9), 3727-A.

The results of the question regarding the changes in teacher's rating of the children's behavior on the Behavior Rating Scale indicate that teachers rated the Placebo Group as making the most positive behavior changes; the Group Counseling and Behavior Modification groups as making about equal positive changes; and the Control Group as making the fewest positive changes of behavior. (Author)

(470) 70-4739 Hugo, Miriam Jeanne. THE EFFECTS OF GROUP COUNSELING ON SELF-CONCEPTS AND BEHAVIOR OF ELEMENTARY SCHOOL CHILDREN. Ohio University, 1969, 30(9), 3728-A.

No differential effect was found in expressed self-concept and self-esteem behaviors associated with the treatment condition. The sensitivity of the instruments used and the counselor variable may have affected the results. (Author)

(471) 70-9565 Hull, Joshua Shelton III. AN INVESTIGATION OF IDENTIFICATION OF MALE COLLEGE STUDENTS WITH THEIR FATHERS AS A VARIABLE INFLUENCING VOCATIONAL INTERESTS AND VOCATIONAL COUNSELING. Michigan State University, 1969, 30(11), 4775-A.

The findings indicate that high and low father identifiers do not differ in the intensity or range of their vocational interests, nor is there a significant difference between the two groups on types of interest. There is a trend for subjects in the technical and skilled trades to be highly identified with their fathers, while subjects with interests in social service are less identified with their fathers. Contrary to prediction high father identifiers scored higher on an assumed measure of fantasy, while no difference was found between high and low father identifiers on manner of relating to male vocational counselors. (Author)

(472) 70-5574 Hutter, Mark. CAMPUS HOUSING AND IDENTITY OF MARRIED STUDENTS. University of Minnesota, 1969, 30(10), 4548-A.

It was the hope that this study would provide significant increased information about factors which account for differentials in an individual's commitments to his familial and non-familial identity commitments. We also hoped to broaden the knowledge on the relationship between the individual's perceptions of his community's attitudes toward appropriateness of his role behavior and the subsequent effect this has on his commitment to those roles. Finally, by linking conceptions of significant others with identity commitments we aimed to help in the development of the symbolic interaction conceptual framework and to family-related research. (Author)

(473) 70-3258 Ito, Satoshi. VALUE CORRELATES OF OCCUPATIONAL AND EDUCATIONAL GOALS AMONG SOUTHERN HIGH SCHOOL NEGRO AND WHITE MALES. University of North Carolina at Chapel Hill, 1969, 30(8), 3558-A.

It was concluded that the proposed belief and means-values and ends-values were integrally related in an achievement syndrome. Support for the cultural-variation perspective also was evident from these limited findings. (Author)

(474) 70-2114 Jackson, Mozelle Viola. CHARACTERISTICS AND ATTITUDES RELATED TO COUNSELOR EFFECTIVENESS. The University of Tennessee, 1969, 30(8), 3279-A.

As a group, the women were more positive in their attitudes than either the most effective or the least effective men counselors. Counselor effectiveness could be predicted somewhat by positive or negative attitudes toward self, most people, most clients, and counseling. (Author)

(475) 70-7213 Jackson, Willie Fred. RELATIONSHIP OF SOCIO-ECONOMIC LEVEL OF NEGRO HIGH SCHOOL STUDENTS TO OCCUPATIONAL CHOICE, EDUCATIONAL ASPIRATION AND ATTITUDES. The Pennsylvania State University, 1969, 30(11), 4775-A.

Analysis of data revealed that: (1) more students of the upper socioeconomic level chose occupations in professional and managerial categories than students in medium level; (2) students of lower level chose occupations in trade and miscellaneous categories; (3) educational aspirations of students from upper level were higher than students of medium and lower levels; and (4) students from the upper level expressed more favorable attitudes toward patriotism, honesty, and education than the medium and lower levels. (Author)

(476) 70-4108 Jacobs, Jon Craig. INTELLECTUAL, ACADEMIC AND PERSONALITY GROWTH IN YOUNG GIFTED CHILDREN AS A FUNCTION OF COGNITIVE STYLE, CONCEPTUAL TEMPO, SEX, AND TEACHER ATTRIBUTES. The University of Michigan, 1969, 30(9), 3788-A.

Among the findings are: The gifted children showed a significant loss of full scale IQ when their mothers had restrictive cognitive styles, when the teacher had a reflective conceptual tempo or a flexible teaching method, or when the children were male or had an impulsive conceptual tempo. Significant losses of IQ occurred when there was an inconsistency between the mother and the teacher cognitive style. (Author)

(477) 70-887 James, Gary Armon. THE ASSESSMENT OF ATTITUDES OF ILLINOIS PUBLIC HIGH SCHOOL COUNSELORS TOWARD THE JUNIOR COLLEGE. University of Illinois, 1969, 30(7), 2802-A.

The total sample's mean score of 3.67 on the 5.00 Likert-type attitude scale showed the counselors to have a slightly favorable attitude toward the junior college. Counselors who were most exposed to junior college education had a slightly more favorable attitude toward junior colleges than those who had not had similar exposure. (Author)

(478) 70-3912 Jenkins, Norman Lee. AN ANALYSIS OF THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SELECTED CRITERIA FOR JUNIOR COLLEGE FRESHMEN IN TERMINAL AND TRANSFER CURRICULA. Purdue University, 1969, 30(9), 3728-A.

Significant relationship existed between the academic achievement of the total group of freshmen and their manifest needs as measured by the EPPS. Highly significant relationship between the academic achievement of the total group of freshmen and the selected intellective factors; however, these factors were less predictive of college success for the freshman terminal females. (Author)

(479) 70-4742 Johnson, Gary Lane. AN EXPERIMENTAL STUDY OF THE EFFECTS OF THREE MODES OF TEST ADMINISTRATION ON THE READING ACHIEVEMENT OF FIFTH GRADERS GROUPED ACCORDING TO TEST ANXIETY AND SEX. Ohio University, 1969, 30(9), 3789-A.
Among the conclusions are: (1) under standardized or approval-oriented administration of a Paragraph Meaning type reading achievement measure, girls can be expected to excel boys; (2) boys can be expected to achieve higher performance scores on Paragraph Meaning type measures of reading achievement when the extraneous examiner responses introduced into the standardized group test administration are disapproval-oriented. (Author)

(480) 70-4532 Johnston, James Robert. A CASE STUDY OF THE SOCIO-ECONOMIC-EDUCATIONAL CHARACTERISTICS OF COMMITTED DELINQUENTS. University of Pittsburgh, 1969, 30(9), 3637-A.
Polarization of the races was evident. Actions of various social-work agencies to influence the sub-culture in a positive manner, though well meaning, were in reality contributory and somewhat self-perpetuating to the act of delinquency. As the recipient of children with severe emotional, social, psychological problems, the schools were ill-equipped, ill-trained, and often incapable of offering any assistance. (Author)

(481) 70-7292 Jose, Norma Jean. TEACHER-PUPIL INTERACTION AS IT RELATES TO ATTEMPTED CHANGES IN TEACHER EXPECTANCY OF ACADEMIC ABILITY AND ACHIEVEMENTS. Northern Illinois University, 1969, 30(10), 4277-A.
The subjects were 18 first and second grade teachers, and 144 first and second grade students. There were experimental and control subjects selected by means of a table of random numbers. Flanagan's Test of General Ability and the Metropolitan Achievement Tests were administered as pre- and posttests to both groups to measure changes in students' IQ and achievement. No statistical significance was found in any of the areas investigated, nor were there any consistent changes observed in the teachers' behavior toward either experimental or control subjects. It was found, however, that in the majority of cases, teacher expectancy had not been modified, and in those few cases in which the teacher stated she had expected more from the experimental children there was little expectancy advantage for these children. (Author)

(482) 70-5487 Jones, Janie Louise. PERSONALITY IN VOCATIONAL OCCUPATIONS. Colorado State University, 1969, 30(10), 4223-A.
Students tested were enrolled in the second year of a two-year vocational training program in selected junior colleges. The following conclusions were reached: (1) the engineer is more reserved, detached, and critical, and more aggressive and independent than any of the other groups; (2) the secretary is more conforming and accommodating, more out-going, and more conservative than the other three groups; (3) the nurse is more shrewd, calculating, and worldly than the other groups; and (4) there is no one personality trait which would distinguish the data processor from all other groups tested. (Author)

(483) 70-4866 Kass, Emil Leopold. THE EFFECT OF SHORT-TERM GROUP DESENSITIZATION ON TEST ANXIETY. Arizona State University, 1969, 30(9), 3729-A.
A significant difference was found between the desensitization and the control group on self-reported anxiety as measured by the State and Trait Anxiety Inventory for both the real and simulated test situations. There was also a significant difference between the desensitization group and the test-taking procedures group in self-reported anxiety prior to the real test situation. (Author)

(484) 70-5576 Kaul, Theodore Jay. THE EFFECTS OF THE CLIENT'S SUSCEPTIBILITY TO INTERPERSONAL PERSUASION AND EXPECTATIONS FOR IMPROVEMENT IN THE PROCESS OF BEHAVIOR CHANGE. University of Minnesota, 1969, 30(10), 4223-A.
It was hypothesized that a phenomenon analogous to the placebo effect in medical treatment occurs in psychotherapeutic treatment as well. Further, that this phenomenon would be mediated by certain variables in common with the medical placebo response, including expectancy states and interpersonal persuasion. The results were as follows: (1) when suggestibility was classified by Objective scores, one suggestibility and one expectancy effect were located in the analysis of the six appropriate semantic differential scales, one suggestibility effect was located in the analysis of the rating scale scores, and an interaction effect was found in the analysis of the content acquisition scores; and (2) when suggestibility was classified by Subjective scores, two significant suggestibility, and two expectancy effects were located in the analysis of semantic differential scales, but no significant effects were found in analyses of the content acquisition scores or ratings made on rating scales. (Author)

(485) 70-4512 Kennedy, Sister Mary Francesca. RELATIONSHIPS BETWEEN COLLEGE POLICY CHANGES AND CHANGES IN STUDENT CHARACTERISTICS AND THEIR IMPLICATIONS FOR ADMINISTRATORS. Columbia University, 1969, 30(9), 3686-A.
Data on students gathered regularly in trend studies provides valuable background for administrative and faculty decisions in student-related areas. Information on the trends in student characteristics related to institutional policies gives an administrator a picture of the direction in which the institution is moving, suggests questions an administrator needs to ask, and points to areas in which he needs to initiate institutional research. (Author)

(486) 70-4867 Kenoyer, Donald Dwayne. A PSYCHO-SEMANTIC MODEL FOR HUMAN RELATIONS TRAINING WITH ELEMENTARY SCHOOL PERSONNEL. Arizona State University, 1969, 30(9), 3729-A.
Determines whether the model, utilizing didactic and experiential elements, could effect behavioral and attitudinal changes in a population of elementary school personnel. Criterion measures employed included: (1) the Counselor Verbal Response Scale; and (2) two forms of the semantic differential. Comparison of the two treatment groups and each treatment group with controls on the posttest semantic differential data did not indicate significant overall differences between the groups. (Author)

(487) 70-9193 Key, James Perry. A THEORETICAL FRAMEWORK FOR AN OCCUPATIONAL ORIENTATION PROGRAM. North Carolina State University at Raleigh, 1969, 30(11), 4884-A.
The theoretical framework for an occupational orientation program includes group occupational guidance as a central core, supported by individual counseling, a cross-sectional representation of occupations in general education courses, occupational competence development courses, and placement and follow-up services. (Author)

(488) 70-5104 Kinsley, Donald Eugene. THE EFFECTS OF

OPERANT CONDITIONING TECHNIQUES UPON SELECT BEHAVIORS OF NEUROLOGICALLY HANDICAPPED CHILDREN. Case Western Reserve University, 1969, 30(9), 3792-A.

Operant techniques were found to be effective in reducing Hyperactivity and Distractibility behaviors of children who did not display exaggerated forms of the objectionable reactions during incipient stages of the intervention. The techniques were not effective with Impulsive behaviors at any initial rate of emission, and with Hyperactivity and Distractibility responses at high initial rates of emission. (Author)

(489) 70-7956 Kluge, Donald Arthur. CONSTRUCTION OF A RATING SCALE TO IDENTIFY THE FACTORS AFFECTING THE MENTAL HEALTH OF COLLEGE STUDENTS. Indiana University, 1969, 30(10), 4223-A.

This study required a review of the literature including the history of the mental health movement, a changing philosophy on the care of the mentally ill and university mental health program. The conclusions of this study were the final forms of the rating scale which provided an instrument which is easily administered to college students and the results of which could be changed or modified to provide a mentally healthful climate which is conducive to the educational growth and development of students. (Author)

(490) 69-22,160 Koettel, Robert Charles. DIFFERENCES IN VALUE ORIENTATION ACROSS FOUR YEARS OF COLLEGE AND THE RELATIONSHIP BETWEEN VALUE ORIENTATION AND INTERPERSONAL ATMOSPHERES. The Ohio State University, 1969, 30(7), 3373-B.

Fifty-two males and fifty-two females were used in the study. In each instance twenty-six groups of four students were matched on socioeconomic level, cumulative point average, sex, and place of residence. The results indicate that there was a significant difference between freshmen and sophomores. The relationship between value orientation and predictor variables tended to be low in magnitude with the two sexes revealing different profiles. (Author)

(491) 70-5106 Kornick, Joseph John. AN ANALYSIS OF THE IMPACT AN ELEMENTARY COUNSELOR HAS ON TEACHERS' PERCEPTIONS OF THE COUNSELOR'S ROLE AND FUNCTIONS. Case Western Reserve University, 1969, 30(10), 4224-A.

The pattern of this study was a before-after experimental design with one control group. An analysis of data revealed; (1) teachers exposed to the guidance services provided showed a significantly greater total perception gain score as compared to the control group; (2) significant differences in gain score between the experimental and control groups were found; (3) no significant differences in gain score were found in the Orientation-Appraisal and Group Testing categories; (4) a change in perception score opposite to that which was predicted was obtained in the Planning-Referral category; (5) no significant difference in total perception gain score was found between the teachers who had acquired a bachelor's degree and the teachers with 15 semester hours or more beyond the bachelor's degree; and (6) the in-service experience of the Elementary Guidance Advisory Committee did not result in a total perception gain score significantly different from that achieved by teachers who had not served on the committee. (Author)

(492) 70-9578 Krieger, George William. AN EXPLORATORY STUDY OF THE EFFECT OF MODEL-REINFORCEMENT COUNSELING ON THE VOCATIONAL BEHAVIOR OF A GROUP OF MALE RETARDED ADOLESCENTS. Michigan State University, 1969, 30(11), 4776-A.

The main conclusion was that a presentation based on a model plus reinforcement counseling technique did increase vocational planning strategies and vocational planning behaviors when compared with a control procedure. Class status did not make a difference on any of the criterion variables. (Author)

(493) 70-2520 Larson, Donald Eugene. NONVERBAL COMMUNICATION: ITS FUNCTION FOR THE COUNSELOR-TRAINEE IN THE FORMATION OF CLINICAL IMPRESSIONS. University of Oregon, 1969, 30(8), 3280-A.

Some of the findings were: (1) No difference in number of nonverbal communications identified and categorized by counselor-trainee when viewing with or without sound; (2) No relationship between sensitivity to implied verbal meaning or tolerance of ambiguity and identification and categorization of nonverbal communication behavior or clinical impression formed of the client. (Author)

(494) 70-5664 Lathrop, Robert Charles. A STUDY OF VARIOUS CHARACTERISTICS OF VOCATIONAL-TECHNICAL STUDENTS AND COMMUNITY COLLEGE STUDENTS. Washington State University, 1969, 30(10), 4225-A.

Data used for the study were obtained from the Kuder Preference Record: Vocational, Form C, The Allport, Vernon, Lindzey Study of Values, the Tennessee Self-Concept Scale, a Personal Information Form, and Hollingshead's Two Factor Index of Social Position. Results revealed significant differences on two scales of the Study of Values. The transfer group differed significantly from the other two groups on the Economic Scale, and the developmental group differed from the others on the Aesthetic scale. The Social Position Index results revealed differences between mean scores for students in the transfer program and students in the developmental and vocational-technical programs, with the transfer group having the higher social position. (Author)

(495) 70-9449 Laurent, James Arthur. EFFECTS OF RACE AND RACIAL BALANCE OF SCHOOL ON ACADEMIC PERFORMANCE. University of Oregon, 1969, 30(11), 4831-A.

Results suggest that neither pupil race nor racial composition of school per se, considered alone or interactively, seem to have a substantial effect on academic performance when other relevant variables were controlled. (Author)

(496) 70-4128 Ledvinka, James David. RACE OF EMPLOYMENT INTERVIEWER AND THE LANGUAGE ELABORATION OF BLACK JOB-SEEKERS. The University of Michigan, 1969, 30(9), 4018-A.

The subjects were seventy-five black job-seekers, each of whom was interviewed once by a black interviewer and once by a white interviewer in the ratural course of his contact with the employment service. The subjects' language in interviews was scored on six language measures. On all measures, black interviewers elicited greater linguistic elaboration than did white interviewers. Tentative implications are drawn for the problems involved when whites assess blacks, and the question is raised whether whites exert a deleterious influence on black performance generally. (Author)

(497) 70-4579 Lee, Essie Elizabeth. THE EXAMINATION AND EVALUATION OF THE EDUCATIONAL EXPERIENCES OF "RISK STUDENTS" AT AN URBAN COMMUNITY COLLEGE. Columbia University, 1969, 30(9), 3730-A.

Among the findings are: (1) the components of the program which appeared to have the greatest effect were counseling, psychological services, faculty advisement, anonymity of the experimental group, and tutorial assistance; (2) institutional features of block-programming, lack of formal remediation courses, standard course loads, and uniform regulations of probation and dismissal were deemed deterrents with negative effects. (Author)

(498) 70-7532 Lehman, Lyle Christian. INFLUENCE OF RACE AND DIALECT OF COMMUNICATOR ON ATTITUDE FORMATION. University of Denver, 1969, 30(11), 4777-A.

Interaction between race of communicator and dialect of communicator and between race of communicator and race of student had a significant effect on attitude of Ss. The "Southern" dialect was rated significantly less positive by the Ss when used by the Caucasian communicators than when used by the Negro communicators. The Ss rated communicators of the other race. These interaction effects were found to be significant on the Likert-type Questionnaire and generally on the Semantic Differential Scales. (Author).

(499) 70-3411 Leigh, Thomas Gilbert. CHANGES IN ATTITUDES, CONDUCT, AND SCHOLASTIC ACHIEVEMENT FOLLOWING MODULAR SCHEDULING IN HIGH SCHOOL. United States International University, 1969, 30(9), 3640-A.

There were no conclusive results concerning student attitudes and opinions relative to modular scheduling. The comparison of citizenship grades indicated that conduct improved. Academic grades improved beyond the .01 level of significance. All comparisons of the Metropolitan Achievement Test Subtests indicated improved achievement at or beyond the .01 level of confidence. (Author)

(500) 70-5305 Lembke, Robert Thomas. A COMPARISON OF PERCEPTIONS OF A TWO-YEAR COLLEGE ENVIRONMENT BETWEEN NATIVE STUDENTS AND STUDENTS WHO HAD PREVIOUSLY ATTENDED FOUR-YEAR INSTITUTIONS. University of South Dakota, 1969, 30(9), 3731-A.

The drop-in subjects tended to have been in academic difficulty and lacked goals, interest, and motivation at the time of their previous attendance. The highest ranked expectations of the two-year college enrollment by the drop-in subjects were (1) personal accomplishment; (2) to be readmitted later to a four-year institution; (3) to complete a two-year degree; and (4) general satisfaction. (Author)

(501) 69-21,640 Lesnik, Milton. THE EFFECTS OF AN INDIVIDUAL COUNSELING PROGRAM ON STUDY BEHAVIOR. University of Pennsylvania, 1968, 30(7), 2725-A.

Several conclusions were: (1) individualized study counseling appeared to have immediate and long range positive effects in terms of grade-point averages for students with study behavior problems, and (2) a series of study counseling interviews allowed students to reveal and be aided with many and diverse problems directly and indirectly related to the study process. (Author)

(502) 69-21, 847 Lewis, Cheri Lisa. ETHNIC AND SOCIAL CLASS DIFFERENCES IN VALUES RELATED TO EFFECTIVE COPING BEHAVIOR. The University of Texas at Austin, 1969, 30(7), 3374-B.

Subjects were fourteen-year-old males. They were from two socioeconomic levels: Upper-middle and Upper-lower. Four separate measures of coping effectiveness were used. These were Grade Point Averages, Peer nominations with regard to "who worked hardest" in class, Peer nominations with regard to "who got along best" with other children, and the projective Sentence Completion Total Coping Effectiveness Score. In summary, it was found that an individual's value orientation does have an effect on behavior, though this effect seems to have greater consequences in action at the Upper-middle socioeconomic levels than at the Upper-lower socioeconomic levels. (Author)

(503) 70-105 Lewis, Gloria Jane. APPROACHES TO COUNSELING PRACTICUM: A COMPARISON OF THE INTROSPECTIVE-EXPERIENTIAL AND THE DIDACTIC-BEHAVIORISTIC PARADIGMS. Northwestern University, 1969, 30(7), 2804-A.

The data suggest two major conclusions: (1) The Groups were more similar, following their respective treatment, than different; and (2) Each group reported their respective treatment, had produced positive counselor growth. In brief, there were more significant attitudinal changes reported within each group, than between them. (Author)

(504) 70-6687 Lindstrom, Allan Roy. IDENTIFYING CHARACTERISTICS AND ROLE PERCEPTIONS OF TWO-YEAR COLLEGE COUNSELORS. University of Denver, 1969, 30(11), 4778-A.

The study revealed that counselors are in general agreement as to the ideal role of the two-year college counselor. The variables of control of college, size of college, and previous counseling experience were found to have a significant influence on the perceptions of the counselors. Significant differences in role perceptions were in amount of positive agreement rather than a representation of opposing views. (Author)

(505) 70-7141 LoSasso, Harold LeRoy. ETHNOCENTRISM IN STUDENT ACTIVITY GROUPS AT COLORADO STATE COLLEGE. Colorado State College, 1969, 30(10), 4226-A.

The Ethnocentrism Scale of Adorno et al, was mailed to 407 freshmen and 288 seniors. Each was asked to then fill out the E Scale and return mail both to the investigator. The conclusions were: (1) males are more ethnocentric than females; (2) freshmen are more ethnocentric than seniors; (3) freshmen not participating in activities were the least ethnocentric of the freshmen sample; (4) senior fraternity members were the most ethnocentric of the senior sample followed by senior academic group participants and senior religious group participants; and (5) the degree of skew in the distribution of the total sample suggests a very low level of ethnocentrism for all respondents. (Author)

(506) 70-9590 Loupe, Michael James. THE TRAINING OF PROBLEM-SOLVING AND INQUIRY. Michigan State University, 1969, 30(11), 4831-A.

Results indicate it is possible to train for problem solving skills and that these skills have transfer value into the inquiry situation. Problem solving training increased the diversity of information consulted in inquiring into a problem, and the competence with which problems were resolved. It did not result in significant changes in other process measures. (Author)

(507) 70-916 Lubera, Eugene Thaddeus. THE EFFECTS ON THE RACE AND THE SEX OF TEST INTERVIEWERS OF THE RESPONSES OF INTERMEDIATE GRADE

AMERICAN CHILDREN ON THE MEASUREMENT OF INTEREST IN SCHOOL WORK. University of Illinois, 1969, 30(7), 2765-A.

Sufficient evidence was provided to warrant the conclusion that sex does, indeed, influence attitude scores. The Negro subjects tended to change to a more positive attitudinal position when tested by a female interviewer, supporting the conceptual construct of the matriarchal nature of the American Negro family. The investigation which focused on the race of the interviewer as it affects attitude scores, did not provide sufficient evidence to suggest that race does, in fact, influence scores. (Author)

(508) 70-1733 Lutz, James Gary. AN EVALUATION OF A COMMUNITY PROGRAM OF COMPENSATORY EDUCATION FOR THE CULTURALLY DISADVANTAGED. Lehigh University, 1969, 30(8), 3281-A.

By the criteria of the evaluation and the instruments employed, the Threshold Program did not succeed. It seemed only to identify those already motivated. (Author)

(509) 70-9303 McCutcheon, Nancy Susan. A STUDY OF RELATIONSHIPS AMONG CREATIVITY, INTELLIGENCE AND TEST ANXIETY OF MIDDLE-CLASS FOURTH GRADE BOYS AND GIRLS. University of South Carolina, 1969, 30(11), 4833-A.

Boys and girls were not significantly different from each other on any of the 10 variables pertaining to creativity, intelligence and anxiety when all variables were examined simultaneously. Even though girls expressed more ideas, used more different categories and provided more detail for pictures drawn, the boys had more original ideas when given an opportunity to draw. Boys and girls did not differ significantly on verbal and nonverbal intelligence and degree of test anxiety relating to classroom activities. (Author)

(510) 70-694 MacDougall, Peter Rohrman. THE EFFECT UPON SELECTED STUDENT ATTITUDES OF DECENTRALIZING JUDICIAL AUTHORITY AND INVOLVING MORE STUDENTS IN DISCIPLINARY PROCESS. The Pennsylvania State University, 1969, 30(7), 2805-A.

Specific attention was focused on attitudes toward: (1) University authority, (2) the student tribunal, and (3) the residence hall staff. Decentralization of judicial authority and more student involvement in the disciplinary process did not result in student groups having more favorable attitudes toward the concept of University authority, the student tribunal, or the residence hall staff. Participation in student government was not significant in students exhibiting favorable attitudes toward either University authority or the residence hall staff. However, participants did possess significantly more favorable attitudes toward the student tribunal. (Author)

(511) 70-6603 McKee, Geoffrey Robert. EFFECTS OF VERBAL AND NONVERBAL STIMULI ON SUBJECT VERBAL PRODUCTION IN A COUNSELING EXPERIMENT. University of Missouri, Columbia, 1969, 30(10), 4227-A.

The treatment of the subjects was effected through a video-tape made of the experimenter during a simulated interview. Nonverbal (visual) stimuli produced significant increases in subject verbal production in both phases of the experiment. Verbal-nonverbal (aural-visual) stimuli and verbal (aural) stimuli were not capable of effecting a consistent change in verbal production. (Author)

(512) 70-6042 MacMillan, Thomas Ferguson. ESTABLISHING A PREDICTIVE MODEL FOR EARLY RECOGNITION OF POTENTIAL COMMUNITY COLLEGE STUDENT ATTRITION. University of California, Berkeley, 1969, 30(10), 4226-A.

Data for analysis and comparison were opinion, attitude, belief, and socioeconomic information from the 1959 "Beyond High School" questionnaire. In addition, student scores on scales of the Omnibus Personality Inventory were compared. Limitations of the model are discussed and recommendations for improving the prediction of individual attrition are made. In addition, strategies for approaching the potential dropout in the community college are suggested as bases for further research. (Author)

(513) 70-1239 McNiff, Thomas. TRUST AND ACADEMIC ACHIEVEMENT OF THE ADOLESCENT PUPIL. United States International University, 1969, 30(8), 3326-A.

An inverse relationship occurred between trusting attitude and academic achievement. The lower academic achievers displayed a more trusting attitude than did the high academic achievers. The lower academic achievers were significantly more forgiving. Greediness correlates positively with academic achievement. (Author)

(514) 70-2529 McWhirter, James Jeffries. SMALL GROUP PROCESS IN TRAINING EFFECTIVE COUNSELORS. University of Oregon, 1969, 30(8), 3282-A.

Significant differences were found between the sensitivity groups and the didactic and control groups on accurate empathy, but not on nonpossessive warmth, genuineness, or a combination of the three conditions. No significant differences were found between the three groups on level of regard, conditionality of regard, empathic understanding, or congruence. (Author)

(515) 70-1286 Mahan, Aline Mattson. SOCIAL FACTORS AND THE ACADEMIC SUCCESS OF URBAN CHILDREN. The University of Connecticut, 1969, 30(7), 2853-A.

The children used in the study were those who had been selected for Project Concern, an experimental study of the impact of suburban school placement upon the educational achievement of inner-city minority group children. The control group were similar children maintained in mostly Black or Spanish-speaking schools in the inner city. The following inferences were made: (1) Change in academic achievement is associated with classroom achievement level for suburban placed youngsters; (2) Degree of social acceptance is a less potent factor, but has some significant impact for suburban placed Ss. (Author)

(516) 70-8620 Malley, Patrick Brendan. THE RELATIONSHIP OF SELECTED PERSONALITY VARIABLES TO EMPLOYMENT AS A SCHOOL COUNSELOR AND PERSISTENCE IN GRADUATE EDUCATION. University of Pittsburgh, 1970, 30(11), 4779-A.

Persisting school counselors tended to be characterized as opposed to non-persisting school counselors as more spontaneous and self-confident, active and vigorous, uninhibited and aggressive, assertive and expressive, self-accepting and informal. Non-persisters were characterized as more deliberate and patient, self-denying and inhibited, and uncertain in decision. (Author)

(517) 69-21,853 Malone, Arberenia Ponder. A COMPARATIVE STUDY: SOME SOCIOECONOMIC FACTORS OPERATIVE IN THE LIVES OF SELECTED HIGH SCHOOL STUDENTS OF POVERTY DESIGNATION ACCORDING TO OEO CRITERIA, IN AUSTIN AND TRAVIS COUNTY. The

University of Texas at Austin, 1969, 30(7), 2728-A.
Study results show a high degree of parallel regarding some of the factors which relate to Mexican-Americans and Negroes at all geographic levels of the investigation. Some of these are the absentee Negro fathers, anxiety generally shown by mothers of Negro children regarding school success, and the tendency toward more active interest on the part of Negro parents in school-related organizations. (Author)

(518) 70-9456 Marks, Stephen Emanuel. AN INVESTIGATION OF THE EFFECTS OF TWO GROUP TRAINING PROCEDURES ON COUNSELOR FLEXIBILITY AND EMPATHY. University of Oregon, 1969, 30(11), 4780-A.
Proposes that a sensitivity group approach is more effective than a didactic group approach in achieving named objectives, and that flexibility, empathy, and perceived counselor effectiveness are positively related. No significant differences were found between the treatment groups and the control group. Flexibility and empathy were positively related in the sample but it appears that different types of treatments need to be employed to enhance the development of these qualities in counselor trainees. (Author)

(519) 70-696 Marshall, John Francis, Jr. THE MANIFESTATIONS OF DISSONANCE IN "PRESS" EXPECTATIONS VERSUS "PRESS" PERCEPTIONS OF COLLEGE FRESHMEN. The Pennsylvania State University, 1969, 30(7), 2806-A.
Within the limits of the study, the investigator concluded that the degree of dissonance between press expectations and press perceptions is not related to student academic performance in a college environment. (Author)

(520) 69-20,542 Marwit, Samuel Joel. AN INVESTIGATION OF THE COMMUNICATION OF TESTER-BIAS BY MEANS OF MODELING. (Pages 63-68, "The Minnesota Multiphasic Personality Inventory," not microfilmed at request of author. Available for consultation at State University of New York Library.) 1969, 30(7), 3390-B.
Results of Bias versus Own Control conditions suggest that within each comparison group, one expectancy condition contributes substantially more to the elicitation of positive bias effects than does the other. The only consistent finding regarding the acquisition of bias effects was support for the long-standing finding that expectancies are communicated and acted upon rather early in the interaction. (Author)

(521) 70-7230 Maw, Ian Edwin Lockhart. STUDENT SUB-CULTURES: THEIR FUTURE TIME PERSPECTIVES AND ACTIVITY INVOLVEMENT. The Pennsylvania State University, 1969, 30(11), 4781-A.
The findings showed that: (1) the students embrace specific orientations based upon certain value orientations; (2) a close relationship exists between manner in which students view their present orientations and their projections of their lives beyond graduation; (3) the extent to which students participate in activities is related to their present subculture orientations; and (4) little relationships exists between future time perceptions and extent of participation in activities. (Author)

(522) 70-6656 Mays, Donald Lewis. A PRE-HIGH SCHOOL ORIENTATION PROGRAM DESIGNED FOR THE POTENTIAL DROPOUT AT SOUTHSIDE HIGH SCHOOL, MUNCIE, INDIANA. Ball State University, 1969, 30(10), 4227-A.
The method of investigation used in the study included the following areas: (1) selection of participants; (2) introduction of the program to the participants; (3) home visitations; (4) group programs; and (5) data gathering activities. Some conclusions were: (1) as a result of the study, the all-school dropout rate of Southside High School was reduced; (2) the anticipated summer dropout rate of the incoming tenth grade was reduced; and (3) the counselor and teachers were more aware of the special individual needs of the participants as a direct result of this study. (Author)

(523) 70-3282 Messinger, LeRoy Jay. THE RELATION OF COGNITIVE DEVELOPMENT TO SELECTED INTELLECTUAL, AND PERSONALITY VARIABLES. University of North Carolina at Chapel Hill, 1968, 30(9), 3794-A.
Balanced usage of analytic, inferential and thematic conceptualizing styles seems to characterize the transitional level children and especially the formal level children. Transitional and formal level children reflected a greater degree of internalized behavior possibly as a function due in part to their increased ability to rely upon a variety of categories for classifying information. (Author)

(524) 69-20,988 Miles, Albert S. DIMENSIONS OF STUDENT LEADERSHIP AT CORNELL UNIVERSITY. Cornell University, 1969, 30(7), 2856-A.
The hypothesis that a student leader who scored high on the social-emotional and task items suggested by Bales would be among the most effective leaders was supported. (Author)

(525) 70-5671 Miller, Phyllis Gene. OCCUPATIONAL PATTERNS OF A VOCATIONALLY COUNSELED AND A NONVOCATIONALLY COUNSELED GROUP OF WASHINGTON STATE UNIVERSITY GRADUATES. Washington State University, 1969, 30(10), 4228-A.
Data were gathered via a mailed questionnaire, semantic differential attitude instrument, and the Strong Vocational Interest Blank. More of the nonvocationally counseled subjects had met the criteria for the establishment period of vocational development, as defined by this study, than had the vocationally counseled subjects. This finding was interpreted to be in agreement with the LoCascio theory of "delayed" vocational development. (Author)

(526) 70-4397 Miner, Kenneth R. THE RELATIONSHIP OF REHABILITATION COUNSELOR TRAINING AND EXPERIENCE TO PROFESSIONAL KNOWLEDGE AND IN-SERVICE TRAINING. The University of Iowa, 1969, 30(9), 3732-A.
Higher levels of training were found to be associated with higher scores on information tests constructed to measure levels of information about task oriented work activities. No evidence suggested a relationship between either levels of training or experience and voluntary participation in in-service training. (Author)

(527) 69-18,480 Minnick, Michiael Linden. AN ANALYSIS OF THE INTERRELATIONSHIP BETWEEN SELECTED CORNELL INDEX GROUPS AND THEIR SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE SCORES. (Appendices A-D, "IPAT 16 PF Test Profile," not microfilmed at request of author. Available for consultation at Ball State University Library.) 1969, 30(8), 3327-A.
Sixteen Personality Factor Variables 16, 12, 10, 7 and 3 are measuring, and therefore predict, those personality characteristics measured by the Cornell Index. Unnecessary to administer both tests, but if only one is given, more information

can be gained by the 16 P.F. Variables 4 and 8 of the 16 P.F. differentiate upon the basis of sex. Faking and/or response set of test respondents was not demonstrated by this study. (Author)

(528) 70-8182 Mitchell, Rie Rogers. AN EVALUATION OF THE RELATIVE EFFECTIVENESS OF SPACED, MASSED, AND COMBINED SENSITIVITY TRAINING GROUPS IN PROMOTING POSITIVE BEHAVIOR CHANGE. University of California, Los Angeles, 1969, 30(11), 4834-A.

The experimental conditions were not significantly different from each other on the behavior change criteria. A few of the tested personality characteristics were significantly correlated with the amount of behavior change shown by the subjects, and the correlations supported some of the results found in previous sensitivity training studies. (Author)

(529) 70-4517 Mix, Harry Herman. AN EXAMINATION OF A PROGRAM DESIGNED TO ADVANCE THE ACADEMIC PROGRESS OF UNDERACHIEVING ELEMENTARY SCHOOL PUPILS. Columbia University, 1969, 30(9), 3642-A.

Normal to bright underachieving children improved their reading and arithmetic performance when special educational approaches were provided. Group Study Center experience arrested the downward trend of the underachievers in all grade categories. (Author)

(530) 70-1932 Moates, Hugh Lamon. THE EFFECTS OF ACTIVITY GROUP COUNSELING ON THE SELF-CONCEPT, PEER ACCEPTANCE AND GRADE-POINT AVERAGE OF DISADVANTAGED SEVENTH GRADE NEGRO BOYS AND GIRLS. Auburn University, 1969, 30(9), 3795-A.

It was concluded on the basis of the data analysis that activity group counseling tended to produce positive changes in the self-concept and peer acceptance scores and to produce no change in the grade-point averages of the subjects used in the study. (Author)

(531) 70-4874 Moritz, Floyd C. A HUMAN RELATIONS LABORATORY AS AN INSERVICE EDUCATION PROGRAM. Arizona State University, 1969, 30(9), 3694-A.

Teachers who participate in a human relations laboratory improve significantly in positive attitudes toward students, and two elements of self-concept, self-acceptance and capacity for intimate contact, immediately after T-Group training. These improvements are not maintained by skill-building sessions. Teachers improve in spontaneity. This improvement is not significant until the conclusion of skill-building sessions. Teachers do not change significantly in these elements of self-concept; time competence, inner-directed, self actualizing values, existentiality, feeling reactivity, self regard, nature of man, synergy, and acceptance of aggression. (Author)

(532) 70-6838 Morrison, Jessie Sykes. CHARACTERISTICS OF STUDENTS IN TWO-YEAR POST-HIGH SCHOOL OCCUPATIONAL EDUCATION PROGRAMS. The Ohio State University, 1969, 30(10), 4228-A.

The sample consisted of 143 students selected from two community colleges and three technical institutes. Vocational interests were measured on the Ohio Vocational Interest Survey, temperments were measured on the Guilford-Zimmerman Temperament Survey, data on academic ability and achievement were obtained from student records. Recalled data on educational and socioeconomic factors were collected on a questionnaire. Some findings were: (1) the three groups differed significantly on vocational interests; (2) the three groups appeared to have the temperaments necessary for adjustment in their occupational choice; (3) the groups did not differ significantly on academic ability and achievement; (4) attitudes toward high school subjects reflected data-people-things orientation of the groups; (5) activities participated in both in- and out-of-school showed little difference among the groups; and (6) sources of employment in the high school community appeared to influence the choice of occupation. (Author)

(533) 69-18,808 Motley, Hester Chattin. A STUDY OF THE PREDICTIVE VALUE OF CERTAIN FACTORS RELATED TO TEST PERFORMANCE, ACADEMIC ACHIEVEMENT, AND EDUCATIONAL ASPIRATIONS. The American University, 1969, 30(7), 2807-A.

Results show that fifth grade test performance, race, sex, and socioeconomic status can be used effectively to predict future test performance, academic achievement, and educational aspirations. (Author)

(534) 70-6504 Moultrie, Robert Gene. THE USE OF SUPPORT PERSONNEL FOR ELEMENTARY SCHOOL COUNSELORS. Northwestern University, 1969, 30(10), 4229-A.

Questionnaires were submitted to administrators, teachers, members of the Pupil Personnel Services team, and the guidance assistants. Some conclusions were: (1) all of the personnel involved in the project reacted favorably toward the program; (2) teachers and administrators were concerned with "extended services" rather than with training of assistants; (3) the project was restricted by lack of communication regarding goals and objectives of project; (4) a realistic "role" was established for assistants working in the elementary school; (5) results have indicated that members of a pupil personnel services team can work together; and (6) the guidance assistant project introduced a model for "re-entry" into the education profession. (Author)

(535) 70-6505 Murata, Alice Kishiye. ATTITUDE DIFFERENCES AND CHANGE DURING A COUNSELING PRACTICUM IN GRADUATE STUDENTS PREPARING FOR WORK AT DIFFERENT EDUCATIONAL LEVELS. Northwestern University, 1969, 30(10), 4230-A.

Investigates affective-cognitive characteristics of masters' condidates in counselor education at the elementary-secondary, and college levels. The instruments used were: (1) Study of Values; (2) MMPI; (3) SVIB; (4) Personal Orientation Inventory; (5) Index of Adjustment and Values; (6) Willoughby Personality Schedule; (7) Welsh Figure Preference Test; (8) Bennett Polydiagnostic Index; (9) Raskin's Psychotherapy Research Project of the American Academy of Psychotherapists. Some of the findings were: (1) the Public School Group indicated more positive counselor growth; (2) the College Group rated themselves as living more in the present than in the past or future; (3) the specific approach employed in the Practicum did not influence scores; (4) the College Group resembled the Supervisors Group more than the Public School Group did; and (5) the College Group indicated a desire to be more experimential and empathic than the Public School Group. (Author)

(536) 70-7593 Mussen, Michael. A LIMITED APPLICATION OF VERBAL CONDITIONING TECHNIQUES TO COUNSELOR PREPARATION. The University of Tennessee, 1969, 30(11), 4835-A.

Results indicated that immediate verbal reinforcement emitted by the experimenter was not effective in altering the frequency

of reflection of feeling statements. The substantial increase in the frequency of reflection statements exhibited by a counselor subject who received immediate experimenter reinforcement was explained in terms of the client acting as an important reinforcing agent. (Author)

(537) 70-4876 Nichol, John Stewart. THE USE OF VOCATIONAL DISCUSSION IN SMALL GROUPS TO INCREASE VOCATIONAL MATURITY. Arizona State University, 1969, 30(9), 3733-A.
It is difficult to draw any positive conclusions from a study which did not have any significant measured results. However, it was the feeling of those involved in the study that experimental students were interested in the discussions and seemed to participate with enthusiasm in the discussions and tests. (Author)

(538) 70-2240 Niedermeyer, Fred C. EFFECTS OF SCHOOL-TO-HOME FEEDBACK AND PARENT ACCOUNTABILITY ON KINDERGARTEN READING PERFORMANCE, PARENT PARTICIPATION, AND PUPIL ATTITUDE. University of California, Los Angeles, 1969, 30(8), 3198-A.
Results of the study showed that the parent participation program promoted a high level of reading achievement. Features of the program considered relevant in accounting for its effectiveness were objectives-based instruction, programmed materials, short but specific parent training, contingency management procedures and a classroom program that generates positive parent attitudes. (Author)

(539) 70-132 Noel, LeRoy George. SELECTED FACTORS RELATED TO UNDERACHIEVEMENT OF SUPERIOR STUDENTS IN ILLINOIS COLLEGES. Northwestern University, 1969, 30(7), 2808-A.
Underachievers are predominantly males, enrolled in private colleges, with a technical orientation, often with superior athletic ability. (CJ)

(540) 70-3434 Norton, Francis H. COUNSELOR PREPARATION: AN ANALYSIS OF THE SUPERVISED TRAINING EXPERIENCE IN SELECTED COUNSELOR EDUCATION PROGRAMS. Wayne State University, 1969, 30(9), 3733-A.
The supervised training experience at the institution investigated showed trends to more extensive training experiences for counselor candidates and a greater variety of programs being offered by colleges and universities to equip counselors for working outside of the school environment. Counselor educators also show a strong tendency to agree in the supervisory approach used most frequently in the practical training experience. (Author)

(541) 70-5311 Oas, Robert T. A STUDY OF THE RELATIONSHIPS OF STUDENTS' APTITUDE, ACADEMIC ACHIEVEMENT AND ATTITUDE TOWARD SCHOOL FOR SELECTED SCHOOL POPULATIONS. University of South Dakota, 1969, 30(9), 3644-A.
Among the results were: (1) a strong positive relationship existed between achievement, as measured by ITED composite score, and achievement, as measured by a grade point average, for students enrolled in either the flexibly or traditionally scheduled program; and (2) a low positive relationship existed between aptitude and attitude toward school for students enrolled in the flexibly scheduled program. (Author)

(542) 70-5593 Oda, Ethel Aiko. VALUE COMMITMENTS AND ATTITUDINAL CHANGES IN THERAPEUTIC ENCOUNTERS. University of Minnesota, 1969, 30(10), 4231-A.
Sixty-two volunteer subjects were categorized into three commitment categories. Subjects were randomly assigned to two counseling treatment programs: the Mini-Programmed Instruction in Rational Living based on Albert Ellis and General Relationship Improvement Program based on Carl Rogers. Results indicate that the Rogerian and Ellisan subjects generally both moved in the direction of the treatment program and that the differences between those two groups of subjects were mainly in degree and not in direction of movement. The noncommitted subjects did show the greatest changes among the three commitment categories under the Ellis treatment. Both programs were equally effective in transmitting cognitive concepts to all six treatment groups. (Author)

(543) 70-3377 Orlandi, Lisanio Robert. SOCIAL CLASS AND SUBCULTURAL PATTERNS OF PERFORMANCE IN DIVERGENT THINKING OF STUDENTS IN URBAN ELEMENTARY SCHOOLS. Boston College, 1969, 30(10), 4282-A.
Middle- and lower-class urban Catholic elementary school children in grades two to eight were selected so that equal-sized groups of middle-class white, and four separate lower-class groups of Negro, Italian, Irish and French-Canadian children, each composed of 16 subjects, could be studied. Each child was administered five of the tests of the Torrance Tests of Creative Thinking. The students were also administered the Otis-Lennon Mental Ability Tests. The social-class analysis indicated that middle-class children scored significantly higher in the total verbal fluency and flexibility in grades four and six. Lower-class categorization had concealed significant differences in the performance of the groups in both verbal and figural measures. (Author)

(544) 70-5263 Owen, Ray Allen. ATTITUDES RELATIVE TO SOCIAL ACCEPTANCE AMONG FIFTH-GRADE PUPILS WHO WERE RACIALLY MIXED AS A RESULT OF BUSSING. Ball State University, 1969, 30(9), 3645-A.
Among the conclusions are: (1) there was somewhat greater social acceptance of the resident pupils especially at the highest levels of social acceptance; (2) bussed pupils were more accepting of classmates than were classmates of them; and (3) bussed pupils viewed the racial mixing in the classroom somewhat more favorably than did the resident pupils. (Author)

(545) 70-2242 Padelford, William Brewster. THE INFLUENCE OF SOCIOECONOMIC LEVEL, SEX, AND ETHNIC BACKGROUND UPON THE RELATIONSHIP BETWEEN READING ACHIEVEMENT AND SELF-CONCEPT. University of California, Los Angeles, 1969, 30(8), 3330-A.
A significant positive relationship was found between reading achievement and self-concept among the subjects of the study. Only one variable--ethnic group--substantially affected levels of reading achievement or self-concept. Middle-class students scored higher on both criterion measures than lower-class students. The effect of sex as a variable influencing reading and self-concept scores was negligible. (Author)

(546) 70-1070 Panzarella, Jacob Pasquale. TRANSFER OF VERBAL OPERANT CONDITIONING ESTABLISHED IN A QUASI-THERAPY SITUATION. Washington State University, 1969, 30(7), 3393-B.
The findings suggested that the traditional "office bound treatment" situation can be manipulated to facilitate the transfer of therapeutic learning into extra-therapy life situations of

the patient. Conceivably, if the therapist were to bring into the therapy hour relevant stimuli that the patient confronts on a day-to-day basis, the transfer of therapeutic learning could be facilitated. (Author)

(547) 70-1896 Pascale, Joseph Robert. INCREASING CLASSROOM PARTICIPATION OF COLLEGE STUDENTS: A COMPARISON OF GROUP SYSTEMATIC DESENSITIZATION WITH GROUP DISCUSSION-COUNSELING AND GROUP READING. State University of New York at Albany, 1969, 30(8), 3331-A.
The raw data revealed that the systematic desensitization technique produced the highest frequencies of class participation in addition to the highest rates of class participation to class attendance during the post treatment period. (Author)

(548) 70-3378 Patros, Philip George. AN INVESTIGATION OF THE RELATIONSHIP BETWEEN CERTAIN NON-INTELLECTIVE FACTORS AND ACADEMIC PERFORANCE OF ACADEMICALLY BRIGHT JUNIOR HIGH SCHOOL GIRLS. Boston College, 1969, 30(9), 3734-A.
Among the findings are: (1) that high achievers would obtain significantly higher means than low achievers on the EPPS Achievement (.01) and Endurance (.01) scales; and (2) that low achievers would obtain significantly higher means than high achievers on the EPPS Autonomy (.001) scale and on the School Interest Inventory Dropout (.001) and Underachiever (.001) scales. (Author)

(549) 70-2132 Pearson, Kenneth Verlie. THE EFFECT OF THE UPWARD BOUND PROJECT ON SELECTED FACTORS OF PUPIL GROWTH OF A GROUP OF HIGH SCHOOL STUDENTS. The University of Tennessee, 1969, 30(8), 3283-A.
The results of this study indicate that the Upward Bound Program at Carson-Newman College did not contribute significantly to pupil growth in relationship to the purpose of the program. The results indicated that selection factors for participants should be re-evaluated. (Author)

(550) 69-21,651 Peerson, Richard Hawes. ANALYSIS OF VARIABLES PREDICTIVE OF STUDENT SUCCESS IN COMMUNITY COLLEGES. United States International University, 1969, 30(7), 2808-A.
Variables examined were high school grades, American College Test scores, family income group, and similar determinants. Some findings were: they tended not be an effective predictor of student success in either nonvocational or vocational courses, and the predictors used in the study were least effective (virtually of no value) when employed to forecast success for technical division students in the community college. (Author)

(551) 70-3959 Pekarek, Robert Charles. DIFFERENTIAL PERCEPTIONS HELD BY SELECTED PUBLICS OF THE FRATERNITY SYSTEM AT THE FLORIDA STATE UNIVERSITY. Purdue University, 1969, 30(9), 3735-A.
The results indicate that a polarity exists within the academic community between Greek-related publics and others. (Author)

(552) 70-1304 Perkins, John Alan. GROUP COUNSELING WITH BRIGHT UNDERACHIEVERS AND THEIR MOTHERS. The University of Connecticut, 1969, 30(7), 2809-A.
Study results suggest that group counseling can significantly improve academic performance and self-acceptance among bright underachieving adolescent boys when this counseling emphasizes a warm, genuine and empathic relationship and involves mothers in the treatment process. (Author)

(553) 70-8190 Pesqueira, Richard Ernest. COMPARISONS OF PERCEPTIONS OF THE COLLEGE ENVIRONMENT AMONG STUDENTS, FACULTY, ADMINISTRATION AND STAFF AT THE UNIVERSITY OF CALIFORNIA, RIVERSIDE. University of California, 1969, 30(11), 4782-A.
Results indicated a general linear trend among group perceptions of the campus environment. All groups perceived Scholarship as the dominant press followed by Awareness, Propriety, Community and Practicality. Students and faculty perceived the environment similarly with exception of Awareness scale. Faculty reported a stronger press than students. Students significantly differed in their perception with administration and staff. Administration reported a lower sense of Community than students. Staff generally differed significantly with all groups reporting a stronger press on all dimensions of the campus environment. (Author)

(554) 70-5881 Peterson, Elwood Rey. COMPARATIVE EFFECTS OF GROUP COUNSELING AND A PROGRAM OF SOCIAL INTERACTION COMBINED WITH GROUP COUNSELING ON UNIVERSITY STUDENTS. University of Colorado, 1969, 30(10), 4231-A.
Comparisons were made of two types of treatment groups and with a nontreatment control group through a pretest-posttest technique to measure changes in self concept, ideal self concept, concepts of others, attitudes toward opposite sex and changes in relationships with opposite sex. The measuring instruments used included Tennessee Self Concept Scale, SO Rating Scale, an Interpersonal Relationship Scale to measure attitudes toward and perceptions of social relationships, and a self evaluation form to express feelings about their own personal progression or regression during the study. Although test scores did not provide significant differences, there was indication of the value of social interaction as a treatment technique in combination with group counseling. The behavioral difference observed in follow-up study showed evidence in favor of this technique and also showed some evidence of positive results of group counseling. (Author)

(555) 70-4722 Peterson, Nancy Laraine. BEHAVIOR MODIFICATION TECHNOLOGY: ITS APPLICATION TO THE DEVELOPMENT OF CREATIVITY IN ELEMENTARY SCHOOL CHILDREN. Brigham Young University, 1969, 30(9), 3861-A.
Subjects were subdivided equally into fourth and fifth grades, high and low IQ, and boys and girls within Experimental, Control-1, and Control-2 groups. Experimental Ss obtained significantly higher scores on (a) posttest measures of fluency and flexibility, (b) the generalization task on the individual test, and (c) originality measures on similar tasks for which training was given. Results indicated superior performance of high over low IQ Ss and fifth- over fourth-grade Ss on group but not on individual tests thus suggesting that creativity scores on group measures were highly affected by IQ, grade, and academic skills. (Author)

(556) 70-3439 Pompian, Helen Kilmer. A STUDY OF THE INITIATION OF A SEX EDUCATION PROGRAM IN AN ELEMENTARY SCHOOL WITH AN ANALYSIS OF THE SEXUAL KNOWLEDGE OF THE SIXTH-GRADE PUPILS INVOLVED AND OF THEIR ATTITUDES AND THOSE OF THEIR PARENTS AND TEACHERS. Wayne State University, 1969, 30(9), 3711-A.

Among the conclusions are: (1) the pre-program responses of the majority of these sixth-grade students did not give evidence of accurate knowledge of sexual reproduction; (2) students generally had positive feelings about the program; and (3) evaluative data indicated that parents favored continuance and expansion of the sex education program, and generally indicated approval of teachers' answering sex-related questions which might arise during regular classes. (Author)

(557) 70-4877 Potts, John Robert. SELECTED EFFECTS OF REQUIRED GROUP COUNSELING THE REGULAR CURRICULUM FOR DISADVANTAGED NINTH GRADE STUDENTS. Arizona State University, 1969, 30(9), 3736-A.

The one conclusion from the study was that group counseling does increase the verbal output of disadvantaged ninth grade students. (Author)

(558) 70-338 Pressley, Beatrice Orr. THE EFFECTS UPON ATTITUDES OF A SHORT-TERM INTENSIVE VOCATIONAL GUIDANCE WORKSHOP. University of Massachusetts, 1969, 30(7), 2809-A.

An evaluation was made of whether educators changed measured attitudes in regard to increasing their commitment toward working with minority group children in the area of career development and were more likely to take positive action in their schools when presented with information and experiences involving the nature of culture, job opportunities for the disadvantaged, vocational choice and development, and guidance techniques in the classroom. (Author)

(559) 69-19,872 Pugh, Dwight Allen. A COMPARISON OF CHANGES OVER A PERIOD OF TIME IN THE SELF-CONCEPTS OF STUDENTS ENROLLED IN VOCATIONAL AND NON-VOCATIONAL CURRICULA. Ohio University, 1969, 30(9), 3737-A.

The two groups did differ as to their changes in self-concepts over a period of four months. Those in non-vocational schools become more deviant in their self-concepts and tend to change toward negative self-concepts. Vocational students have "more favorable" self-concepts at the time of the posttest than they had at the time of the pretest administration. (Author)

(560) 70-8571 Puryear, James Burton. A DESCRIPTIVE STUDY OF CERTAIN CHARACTERISTICS OF FINANCIAL AID SERVICES AND OFFICERS IN JUNIOR COLLEGES. The Florida State University, 1969, 30(11), 4782-A.

The differences between the junior and senior college aid administrations are that the junior college is more likely to have a centralized financial aid operation. More senior colleges have committees concerned with financial aid and have larger staffs. The junior and senior college aid directors have the same general satisfactions and dissatisfactions. (Author)

(561) 70-2247 Quigley, James Henry. THE EFFECT OF ORDER OF SUCCESS REINFORCEMENT ON PROBLEM-SOLVING PERSISTENCE OF ACHIEVERS AND UNDER-ACHIEVERS. University of California, Los Angeles, 1969, 30(8), 3332-A.

Educationally handicapped students were significantly more anxious about school than were normal students. Differences in the total number of problems attempted were directly related to IQ and test anxiety levels, but were relatively independent of achievement and motivational levels or the order of success reinforcement. Differences in persistence under each schedule of success reinforcement were related to the relative ratio of success and the order in which the schedule of success appeared. (Author)

(562) 70-5129 Rago, James J., Jr. THE INFLUENCE OF UNDERGRADUATE RESIDENCE UPON STUDENT PERSONAL DEVELOPMENT. Case Western Reserve University, 1969, 30(9), 3798-A.

The principal result of this research indicates that a campus residence does exert a significant influence upon the development of its residents. Residence peer groups are very potent environmental influences affecting attitude changes. Implications of this research relative to the design and operation of the Case educational environment are examined. An environmental model in which educational planning, control, and responsibility are shared between the educator and student is presented. Potentials for improving Case educational environment are discussed. (Author)

(563) 70-6666 Rastatter, Charles Joseph. THE EFFECT OF COUNSELOR AND CLIENT ROLE PLAYING IN COUNSELOR TRAINING ON THE LEVEL OF COUNSELOR RESPONSES. University of Arizona, 1969, 30(10), 4232-A.

Role playing the client-only role or the counselor-only role in counselor training does not appear to make any significant differences in level of counselor responses as compared to no role playing when these responses are measured by the use of the Carkhuff Scales. Results also indicated that regardless of the role-playing opportunity provided the counselor-trainees, the level of counselor response decreases when working with actual clients. Because of the use of role playing in counselor training, additional research is needed to evaluate the effectiveness of role playing as a major tool in the preparation of counselors. (Author)

(564) 70-362 Rave, Elizabeth Jeanne. RELATIONSHIPS BETWEEN COUNSELORS' PHILOSOPHICAL CONSISTENCY AND CONGRUENCY WITH THEIR EFFECTIVENESS AS COUNSELORS. University of Southern California 1969, 30(7), 2810-A.

Independent variables were the counselor's philosophy as he viewed it and also as it was viewed by others. Dependent variables were measures of effectiveness from each of three criterion groups: counselees, observers, and independent judges. There was little relationship among the three criterion groups concerning effectiveness. No two of the three criterion groups saw the same counselors as effective. (Author)

(565) 70-8494 Reed, Thomas Roger. THE EFFECT OF IMAGINED CONTEXT, SEX, AND BIRTH ORDER ON THE CONNOTATIVE MEANING OF SELECTED SOCIAL INTERACTION CONCEPTS. University of Washington, 1969, 30(11), 5069-A.

Social interaction concepts were "Being With Others," "Conversation," "Competition," "Obedience," and "Helping." The results offer mixed support for the factor structure hypothesis with a different sub-set of the expected factors being obtained for each concept. Results did reveal a strong pattern of sex differences in connotative meaning that seems to correspond to differences in male and female role expectations. (Author)

(566) 70-4584 Reitman, Annabelle. THE COLLEGE WORK STUDY PROGRAM AT LONG ISLAND UNIVERSITY, BROOKLYN CENTER: DESCRIPTION, EVALUATION AND PLANS FOR THE FUTURE. Columbia University, 1969, 30(9), 3737-A.

The evaluations were generally favorable to the program as conducted at Long Island University, but certain areas of weaknesses, such as: a need to place more low-income students into the program; a need to expand off-campus opportunities; and the placement of all eligible applicants into the program, were revealed. (Author)

(567) 70-5046 Reynolds, Edward Neal. INTERPERSONAL RISK AND SELF-ACTUALIZATION IN FOUR RELIGIOUS GROUPS. Case Western Reserve University, 1968, 30(9), 4019-A.

The study investigates the relationship between Maslow's theory of self-actualization and Lundstedt's Interpersonal Risk Theory. The results suggest that there are some differences in the way different roles perceive quality. An analysis of differences between role perceptions of quality and perceptions of organizational priorities suggests some degree of value congruence existed among all of the roles, that some degree of "role isolation" existed among the different roles, and that perceptions of hospital priorities represented more than some kind of resultant of the values of the different groups. (Author)

(568) 70-3016 Rice, Don Alexandra. FACTORS AFFECTING THE PARTICIPATION OF SECONDARY STUDENTS IN VOCATIONAL EDUCATION IN THE COLUMBIA AREA VOCATIONAL-TECHNICAL SCHOOL. University of Missouri, 1969, 30(9), 3870-A.

Conclusions were: (1) Lack of participation of students may have been influenced by: (a) majority of districts were not involved in planning and organizing the area school to encourage participation; (b) parents showed little interest in students attending because they were uninformed; (c) students, professional school people, school board members, superintendents, and school board presidents were not well informed concerning objectives and operational procedures; and (d) transportation problems; (2) Loss of students to area school has not been a problem; (3) Enrollments in the Area Vocational Technical School would increase provided the area school could: (a) provide more information about its program, operational procedures, and success of its graduates; (b) provide more courses; (c) schedule courses more flexibly; (d) provide better transportation; and (e) convince superintendents and school board members of the worthwhileness of vocational education; and (4) Students, parents, professional school people, and school board members hold favorable attitudes toward vocational education, and professional people and parents are more favorable than students and school board members. (Author)

(569) 70-4412 Richardson, Billy K. PREDICTION OF REHABILITATION COUNSELOR EFFECTIVENESS: THE RELATIONSHIP OF COUNSELOR CHARACTERISTICS TO SUPERVISORS' RATINGS. The University of Iowa, 1969, 30(9), 3738-A.

Selected instruments designed to measure rehabilitation counselor characteristics can be expected to predict moderately well certain logically derived criteria or rehabilitation counselor job effectiveness. (Author)

(570) 70-5676 Richardson, Duane Oliver. USE OF SMALL GROUP CONFRONTATIONS FOR CHANGING ATTITUDES BETWEEN ETHNIC GROUPS IN A SENIOR HIGH SCHOOL. Washington State University, 1969, 30(10), 4233-A.

Subjects were 90 white students and 83 black students at one school and 61 white students and 19 black students at another. Students at one school were assigned to experimental and inside comparison groups, and those at the other were used for an outside comparison group. In summary, the experimental group members indicated no significant change in attitudes, but many of the differences between the ethnic groups not involved in small group counseling were significant. It was concluded that although the small group counseling did not create a change in attitudes as hypothesized, it may have maintained stability within the counseled groups. (Author)

(571) 70-4558 Rizzo, Paula M. ENVIRONMENTAL PRESS IN THE SECONDARY SCHOOL: A MEASURE OF TEACHER AND STUDENT PERCEPTIONS. University of Massachusetts, 1969, 30(9), 3799-A.

An analysis of variance indicated that significant differences existed between schools on one or more variables, and that teacher and student perceptions of given schools also differed significantly. Finally, individual school profiles revealed a commonality of certain schools with regard to three or more press variables. Two discernible institutional patterns emerged and gave tentative support to the existence of certain similarities among given schools. (Author)

(572) 69-21,723 Roberts, Robert David. PERCEPTIONS OF ACTUAL AND DESIRED ROLE FUNCTIONS OF SCHOOL PSYCHOLOGISTS BY PSYCHOLOGISTS AND TEACHERS AND CRITICAL BEHAVIOR IN ROLE FULFILLMENT. The University of Iowa, 1969, 30(7), 2860-A.

Each respondent was asked to describe in detail two cases: one in which the actions of the psychologist led to an especially effective resolution of a case, and the other in which the behavior was ineffective in dealing with the problem. The analysis of these descriptions constituted an adaptation of Critical Incidents techniques. (Author)

(573) 70-744 Roemischer, Miriam D. A STRUCTURAL ANALYSIS OF SELECTED ASPECTS OF JEAN PIAGET'S THEORY OF COGNITIVE DEVELOPMENT. New York University, 1969, 30(7), 2913-A.

An analysis of this nature demonstrates that a maximum of comprehension of Piaget's work is possible when its assumptions and constructs are treated within a framework for theory construction like the one suggested by Herbert Feigl. In brief, Piaget is a consistent and thoroughgoing relativist, a position which clearly distinguishes him from the behaviorists. (Author)

(574) 70-9381 Rogers, Mary Shelton. A STUDY OF AN EXPERIMENTAL TUTORIAL READING PROGRAM IN WHICH SIXTH-GRADE UNDERACHIEVERS TUTORED THIRD-GRADE CHILDREN WHO WERE EXPERIENCING DIFFICULTY IN READING. University of Alabama, 1969, 30(11), 4695-A.

The Experimental Group was taken from the classroom during their regular reading period. They received three weeks of intensive reading instruction, one week of training in tutorial skills, and served as reading tutors for eight weeks. Control Group I received the three weeks of reading instruction and then returned to the regular classroom reading program. Control Group 2 received no special treatment during the experiment. The accepted null hypothesis was that there were no statistically significant differences among the treatment group with respect to change in reading performance. (Author)

(575) 70-7600 Rohr, Michael Eugene. AN EXPLORATORY STUDY OF TWO MEASURES AND TWO CORRELATES OF ACCURATE EMPATHY. The University of Tennessee, 1969, 30(11), 4783-A.

The purpose was to examine two tests of accurate empathy, the Relationship Questionnaire and the Situational Test. Data suggest that counselor adjustment does not seem to be a significant factor in differentiating the empathic from the non-empathic. The Situational Test showed great promise as a screening device. The Semantic Differential appears to have the potential to serve as a screening device in the selection of counselors. (Author)

(576) 70-2252 Roman, Paul Albert. EFFECTS OF A

CAREER PLANNING COURSE ON THE CAREER CHOICE STRATEGIES OF STUDENTS IN JUNIOR COLLEGE. University of California, Los Angeles, 1969, 30(8), 3283-A.

It is concluded that an organized course in Career Planning can be effective in directing the student in self-appraisal; in teaching the student to establish goals on an immediacy basis as well as intermediate and long-range basis, and to formulate an alternate set of goals to by pass blockages to an immediate goal; and in encouraging the student to adopt a set of positive values and attitudes relating to the need for more education to achieve his future goals. (Author)

(577) 70-4415 Rosenberg, Guy Lourie. A STUDY OF UNDERGRADUATE ACADEMIC ADVISING IN A UNIVERSITY SETTING. The University of Iowa, 1969, 30(9), 3739-A.

Among the findings are: (1) adviser satisfaction did not differ significantly among students according to the number of semesters they had been assigned to one particular adviser, although satisfaction scores differed significantly in regard to the number of advising sessions held during a semester and during the junior year and in regard to the length of the advising meetings; (2) advisees indicated a greater degree of satisfaction with advisers who made use of campus referral agencies and who initiated group meetings on common concerns. (Author)

(578) 70-2596 Ross, Wesley F. THE RELATION OF PSYCHO-SOCIAL VARIABLES TO MENTAL HEALTH NEEDS OF A FRESHMAN CLASS. University of Kentucky, 1969, 30(8), 3334-A.

Results indicated that the Psychiatric Section groups for both males and females differed most from the controls and the Counseling Center students and that for males a statistical distinction was possible between the control and Counseling Center groups. (Author)

(579) 70-1912 Royse, Nyal Dailey. A STUDY OF THE ENVIRONMENT OF HARDING COLLEGE AS PERCEIVED BY ITS STUDENTS AND FACULTY AND AS ANTICIPATED BY ENTERING STUDENTS. Memphis State University, 1969, 30(9), 3799-A.

An eight-hundred-student sample was selected, composed of sub-groups of men and women incoming students, sophomores, juniors, and seniors. The College Characteristics Index was used. It was also administered to seventy faculty members. An instrument was developed to analyze school documents. It was concluded that: (1) The objectives of the institution were defined; (2) The campus culture was defined by means of the thirty variables of the College Characteristics Index; (3) Great areas of congruence and little dissonance were found among existing students; (4) A large transition of thinking is done by students during the first year; (5) Areas of greatest growth change are achievement, emotional stability, understanding of reality, pragmatism, and Puritanism; (6) Some policies are inflexibly defined; (7) Some policies could be changed for greater effectiveness; (8) Areas of dissonance and congruence defined in this research could be studied to shape future administrative policy. (Author)

(580) 70-1452 Sanchez, Marion Anthony. THE EFFECT OF CLIENT-CENTERED GROUP COUNSELING ON SELF-CONCEPT AND CERTAIN ATTITUDES OF SEVENTH AND EIGHTH GRADE STUDENTS. United States International University, 1969, 30(8), 3283-A.

One of the trends that appears is that group counseling did affect some positive change, but not statistically significant. Group counseling was an important factor in some instances that helped stop regression that may have occurred in the concept of self and other attitudes. (Author)

(581) 70-6871 Santoro, David Anthony. INTERVIEW AND RELATIONSHIP PERCEPTIONS IN COUNSELOR EDUCATION. The Ohio State University, 1969, 30(10), 4234-A.

The Counselor-Client Behavior Analysis System (CCBA) was used to analyze supervisor-trainee perceptions of interview behavior. Findings revealed that supervisory patterns on interview analysis showed heterogeneity between separate supervisory groups, but that between initiating--continuing groups, there were no significant differences, that perceptions of the supervisory relationship by full sample were significantly and positively correlated between all subjects, but that between separate groups of trainees, there were no significant differences on their perceptions of the supervisory relationship, and that trainees generally viewed their supervisory relationship more favorably than did their respective supervisors. This study revealed that the CCBA system in Counselor Education is seen as potentially valuable. (Author)

(582) 70-8643 Sax, Arnold Berton. A COMPARATIVE STUDY OF PERSONALITY CHARACTERISTICS BETWEEN SEVENTH-GRADE STUDENTS CLASSIFIED AS EDUCATIONALLY DEPRIVED AND NON-EDUCATIONALLY DEPRIVED. University of Houston, 1969, 30(11), 4838-A.

Analysis of data indicated that the personality characteristics of the nondeprived-deprived groups were quite similar. The major differences between nondeprived and deprived students were in the area of intellectual achievement. This result was axiomatic as the definition of the groups was based partially on academic achievement. The conclusions suggested that the greatest gains for the educationally deprived student were to be made by focusing on each child's academic needs and not on personality and adjustment factors. (Author)

(583) 69-16,291 Scheibner, Ruth Martin. FIELD DEPENDENCE-INDEPENDENCE AS A BASIC VARIABLE IN THE MEASUREMENT OF INTEREST AND PERSONALITY. [Page 153 "Closure Flexibility (Concealed Figures) (Form A)," not microfilmed at request of author. Available for consultation at Temple University Library.] 1969, 30(7), 3375-B.

The sample consisted of 193 freshmen and sophomores enrolled in basic studies courses at a suburban campus of a large university. The results of this study are interpreted as giving some support to the idea that perceptual style is differentially related to measured vocational interests and attitudes in men. The results for women are ambiguous and inconclusive. (Author)

(584) Schilt, Alexander Frank. THE EFFECT OF VERBAL REINFORCEMENT ON ATTENDING RESPONSES AND PERFORMANCE OF MALE STUDENT PERSONNEL ASSISTANTS IN IDENTIFYING THE EFFECTIVE STATES OF OTHERS. Arizona State University, 1969, 30(9), 3740-A.

Treatment consisted of participation in a group discussion wherein the group leader verbally reinforced a subject each time that subject made an attending response to another subject in the group. Conclusions were that there was demonstrable increase in number of attending responses used by the subjects, and that among experimental subjects use of attending responses increased in upward linear trend over the five sessions while the trend of control group remained basically unchanged. (Author)

(585) 70-1969 Schloss, John Jacob. THE EFFECT OF VIDEO AND AUDIO PLAYBACK IN GROUP COUNSELING

ON PERSONALITY CHANGE. Syracuse University, 1969, 30(8), 3285-A.
The results indicated that the group which received group counseling alone was the only group which had a significant decrease in discrepancy. (Author)

(586) 70-2942 Schneider, Arthur J. AN INVESTIGATION OF THE RELATIONSHIPS BETWEEN SELF CONCEPT OF ABILITY, ACHIEVEMENT, AND LEVEL OF OCCUPATIONAL ASPIRATION AMONG NINTH GRADE BOYS. The University of Rochester, 1969, 30(8), 3285-A.
There is a positive and significant relationship between self concept of ability and achievement among ninth grade boys, between self concept of ability and level of occupational aspiration among ninth grade boys, and between achievement and level of occupational aspiration among ninth grade boys. (Author)

(587) 70-1744 Scofield, Robert Eugene. THE COMPARATIVE EFFECTS OF SHORT-TERM GROUP, INDIVIDUAL, AND REGULAR COUNSELING ON SELF-CONCEPT. Lehigh University, 1969, 30(8), 3286-A.
The analysis of variance showed that the counseling method and the counselor had significant effects on self-concept improvement. The interaction of method, counselor, and sex was also significant. The interaction between counselor and sex is different under the different methods of counseling. (Author)

(588) 69-22,558 Shea, Dennis Joseph. THE EFFECTS OF ACHIEVEMENT MOTIVATION TRAINING ON MOTIVATIONAL AND BEHAVIORAL VARIABLES. Washington University, 1969, 30(7), 3097-A.
The data indicated that subjects who chose more realistic problems tended to be more successful in solving them. "Internals" used feedback better than "externals" in raising their goals after success and lowering them after failure. Females tended to be more realistic and successful than males. (Author)

(589) 70-5135 Sherck, Charles Paul. CHANGE IN SELF-CONCEPT OF STUDENTS IN OHIO OCCUPATIONAL WORK EXPERIENCE PROGRAMS. Case Western Reserve University, 1969, 30(10), 4286-A.
The study included three phases. The conclusions were: (1) significant difference in change of self-concept for OWE students was indicated; (2) low correlations pointed out a lack of realism in self-concepts held by OWE students; and (3) high correlations of self-ratings and ratings by others on HSIAV and POI demonstrated the value of POI. It provides a reliable measure of self-concept in addition to a means of guidance for improving insight in areas of job, school, relations to others, and self. (Author)

(590) 70-3452 Sherman, Charles Evans. DIFFERENCES IN THE PERSONAL AND INTERPERSONAL VALUES OF NEGRO AND WHITE COLLEGE FRESHMEN. Northern Illinois University, 1969, 30(9), 3800-A.
The sample used consisted of 144 representative freshmen enrolled at the University of Illinois at Chicago Circle in the spring quarter of 1969. The first hypothesis stated there are no significant differences among specially-admitted Negro freshmen, regularly-admitted Negro freshmen, and regularly-admitted white freshmen in levels of personal and of interpersonal values. This hypothesis was supported by the results of the analysis for all scales of the Survey of Personal Values and all scales of the Survey of Interpersonal Values except Conformity. The second hypothesis stated there are no significant differences among three levels of socioeconomic status for these three groups in levels of personal and interpersonal values. This hypothesis was sustained by the results of the analysis for all scales of the Survey of Personal Values except Variety and for all scales of the Survey of Interpersonal Values except Conformity. (Author)

(591) 70-3313 Sherron, Ronald Homer. A STUDY OF ACADEMIC AND NONACADEMIC PREDICTORS AND CRITERIA OF SUCCESS AMONG THE MOREHEAD SCHOLARS AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL. University of North Carolina at Chapel Hill, 1969, 30(8), 3287-A.
This study concluded that there is a significant relationship between high school nonacademic achievements and (a) personality dimensions as measured by the Opinion, Attitude and Interest Survey scales; (b) high school ranks in class; and (c) scholastic aptitude as measured by Scholastic Aptitude Test scores. A second conclusion was that freshman cumulative GPA is the best single predictor of college nonacademic achievements and junior and senior cumulative GPA. (Author)

(592) 70-7737 Sie, Maureen Shih-ping. PUPIL ACHIEVEMENT IN AN EXPERIMENTAL NONGRADED ELEMENTARY SCHOOL. Iowa State University, 1969, 30(11), 4783-A.
Three groups of pupils in the traditional graded plan were selected to compare with the equivalent age groups in a nongraded plan. Three significant differences were found between the means on the two groups. Evidence indicated that the pupils in the control group made significantly higher Paragraph Meaning grade scores than the pupils from the experimental group. Evidence suggested that the pupils in the control group made significantly higher grade scores than the pupils in the experimental group on the Language subtest and the Arithmetic Computation subtest of the same test battery. Analyses of the remaining 21 subtests revealed no significant differences. (Author)

(593) 70-5315 Sievers, Farrell Patrick. A STUDY OF VARIABLES DIFFERENTIATING COUNSELORS. University of South Dakota, 1969, 30(9), 3740-A.
Among the conclusions were: (1) the Counselor Behavior Checklist appeared to be an adequate and suitable instrument for evaluating counselors in counseling situations and for adjudging effective and ineffective counselors; and (2) practicum supervisors having similar educational and experiental backgrounds, evaluated counselors in counseling situations similarly. (Author)

(594) 70-159 Silverman, Manuel Stewart. EFFECTS OF DIFFERENTIAL PRACTICUM EXPERIENCES ON CLIENT AND COUNSELOR PERCEPTIONS OF INITIAL INTERVIEWS. Northwestern University, 1969, 30(7), 2811-A.
The conclusion is drawn that sensitivity training, personal counseling, feedback on performance (experiential-introspective experiences); and movies, tapes, lectures, and didactic assignments (didactic-behavioristic experiences) should all be incorporated into a practicum experience to further maximize future counseling effectiveness. (Author)

(595) 70-1428 Simmons, Mark Carl. A COMPARATIVE STUDY OF ATTITUDES, SCHOOL ENVIRONMENT, HOME ENVIRONMENT AND ACHIEVEMENT OF SELECTED TWELFTH GRADE STUDENTS IN RURAL AND URBAN HIGH SCHOOLS IN UTAH, 1969, 30(8), 3287-A.

Among the findings are: rural students had as good if not better attitudes toward education and had better self concepts than did urban students; rural students received a higher percentage of "A" and "B" grades than did urban students in Utah. (Author)

(596) 70-4419 Skaggs, Charles Thomas. RELATIONSHIPS AMONG ACHIEVEMENT AND GROWTH MEASURES AND SCHOOL SYSTEM, STAFF, AND POPULATION CHARACTERISTICS. The University of Iowa, 1969, 30(9), 3800-A.

Systems selected for analysis were those (1) which had not undergone substantial reorganization; (2) for which data on all system, staff, and community characteristics selected for study were available; and (3) which had an extensive enough record of participation in the Iowa Basic Skills Testing Program and over Grades 3-8 to allow the computation of stable measures of achievement level and growth, and measures of variability of these indices. Achievement level tends to be related most directly and consistently to occupational and educational levels of the community. It is also related in complex fashion to system enrollment, expenditure per pupil, and staff tenure. The results suggest that the relationship between "product" measures of achievement and demographic variables often considered as indications of school quality are more complex than previous research has suggested. The frequently held notion of linearity of relationship between certain variables is open to question. (Author)

(597) 70-3782 Smart, David Wayne. RECALLED FAMILY RELATIONS AND VOCATIONAL CHOICE: A TEST OF ROE'S THEORY. University of Utah, 1969, 30(9), 3741-A.

No significant differences were found between any of the occupational groups on any of the Family Relations Inventory scales. No significant interaction effects were found between any of the variables of occupation, birth order, age, or parental socioeconomic status. These results were interpreted as meaning that no support was found for Roe's theory. (Author)

(598) 70-305 Smith, Charles Leland. SIGNIFICANT DIFFERENCES BETWEEN HIGH ABILITY ACHIEVING AND NON-ACHIEVING COLLEGE FRESHMEN AS REVEALED BY INTERVIEW DATA. University of Kentucky, 1962, 30(7), 2732-A.

It was found that students from the larger metropolitan areas possess a matrix of values and attitudes concerning education which seems to make them more prone to non-achievement. No one decisive variable accounts for the differences between achievers and non-achievers. (Author)

(599) 70-1917 Smith, William David. AN ANALYSIS OF COUNSELORS' AND COUNSELEES' LEARNING STYLE ON COUNSELING INTERVIEW BEHAVIOR. Indiana University, 1969, 30(8), 3288-A.

Significant differences were found in directive behavior between impulsive counselors and constricted counselors when both were interviewing impulsive counselees. No other significant differences were discovered, however certain trends in the positive direction did emerge. (Author)

(600) 69-21,653 Sogbandi, Lahai Jojahba. FOLLOW-UP STUDY TO DETERMINE LASTING RELATIONSHIP BETWEEN MOBILITY AND ACHIEVEMENT, GRADE 11, ANDERSON CITY SCHOOLS, ANDERSON, INDIANA, 1968-1969. Ball State University, 1969, 30(7), 2780-A.

Indication was slight that mobile pupils in elementary grades tended to achieve lower in high school. No conclusive evidence existed in support of the extent to which lower achievement in high school was related to mobility in elementary grades. (Author)

(601) 70-4882 Sperekas, Nicole Beth. AN ANALYSIS OF THE VERBAL RESPONSES OF PRACTICUM SUPERVISORS. Arizona State University, 1969, 30(9), 3741-A.

Many supervisors showed more similarity with other supervisors when their response frequencies and patterns were compared. The three factors which were identified indicated that there exists three independent response patterns. These factors can be used to describe the three different supervisor-types; (1) Questioning-type Supervisor; (2) Interpreting-Reflective-Instructional-type; and (3) Clarifying-Filler-type Supervisor. (Author)

(602) 69-22,562 Sprandel, Hazel Zink. THE RELATIONSHIP BETWEEN PERCEIVED PARENT-CHILD RELATIONS AND COUNSELOR BEHAVIOR. Washington University, 1969, 30(7), 2812-A.

Criterion measures were applied to a larger group of 35 female Counseling students, and also to a smaller group of 15 female students who participated in a coached client interview as a part of their training program. The coached client situation offers considerable potential as a means of comparing counselors' behavior, since it offers a high degree of consistency, and may be thought to be a more objective measure of counselor behavior than other means of comparing counselor behavior. (Author)

(603) 70-7961 Srebalus, David Joseph. AN EXPERIMENTAL MANIPULATION OF CLIENT PROGNOSTIC EXPECTANCY. Indiana University, 1969, 30(10), 4235-A.

It was hypothesized that subjects in high expectancy condition, when compared to subjects in low expectancy condition, would achieve greater therapeutic outcome upon completion of three counseling interviews. The results of the analyses showed no significant differences between the experimental groups for the Situational Response Rating Scale, the Social Self-Image Index, the Counseling Evaluation Inventory, and subject attrition. Significant differences did occur, between the expectancy conditions on the Sentence Completion Blank. Outcomes were discussed as resulting from differences in measurement characteristics of instruments used in the experiment. While support was gained for the expectancy-improvement relationship, the bivalent nature of the experiment was considered to be a limited test of that relationship. (Author)

(604) 70-8576 Standley, Nancy Vilma. EXISTENTIALISM: A PHILOSOPHICAL FRAMEWORK FOR VOCATIONAL DEVELOPMENT: A STUDY IN KIERKEGAARD, TIEDEMAN, SUPER. The Florida State University, 1969, 30(11), 4784-A.

The study asserted that a paramount concern of vocational development theories rests upon the need for individuals to attain a strong sense of being; existentialism was a viable philosophic stance for examining these theories. (Author)

(605) 70-3455 Stein, Sandra Lou. THE INTERRELATIONSHIPS AMONG SELF-ESTEEM, PERSONAL VALUES, AND INTERPERSONAL VALUES. Northern Illinois University, 1969, 30(9), 3803-A.

Coopersmith's Self-Esteem Inventory and Gordon's Survey of Personal Values and Survey of Interpersonal Values were administered to the entire student body of two high schools in Northern Illinois. The hypotheses stating no significant

relationships would exist between self-esteem and each of the six personal values and between self-esteem and each of the six interpersonal values was retained in all instances with one exception. The hypothesis predicting stability of self-esteem was rejected for grade and occupational groups. The hypothesis predicting stability of personal values was retained for grade effects. The hypothesis predicting stability of interpersonal values was rejected for each variable for some values. (Author)

(606) 70-5680 Stensaas, Don Michael. THE ROLE OF THE COMMUNITY COLLEGE COUNSELOR AS PERCEIVED BY CALIFORNIA COMMUNITY COLLEGE COUNSELORS, PRESIDENTS, AND ACADEMIC SENATE PRESIDENTS. Washington State University, 1969, 30(10), 4236-A.
The following tentative conclusions are: (1) the counselor is not viewed as a specialist, but as a generalist working throughout the student personnel and educational program; (2) the professional problems faced by the counselor are recognized by all three professional groups; (3) it would appear that counselors are not working in isolation from the faculty and the administration; (4) community college counseling differs from counseling in other segments of higher education; and (5) it would appear that more counselors are needed and the continued use of faculty advisors would be recommended. (Author)

(607) 70-1196 Stevens, John Culver. A STUDY OF THE RELATIONSHIPS BETWEEN FIELD INDEPENDENCE, DOGMATISM, AND CREATIVITY IN RURAL SEVENTH GRADE STUDENTS. University of Georgia, 1969, 30(7), 2863-A.
No basis for an interaction of field dependence and dogmatism on creativity was found and only limited evidence for direct relationships was obtained. All measures were considered to be very complex and real caution in assuming relationships on the basis of even very similar associated traits seemed advisable. (Author)

(608) 69-22,214 Stewart, Marjorie Ann. A COMPARISON OF COMMUTING AND RESIDENT STUDENTS ON AN URBAN CAMPUS. The Ohio State University, 1969, 30(7), 2812-A.
The findings lead to the implication that there are differences among freshman students on the basis of sex and places of residence while attending the university. Differences of change are also evident for these groups. (Author)

(609) 70-7536 Stewart, Ronald Van. THE EFFECTS OF GROUP COUNSELING ON ACCEPTANCE OF SELF, ACCEPTANCE OF OTHERS, GRADE POINT AVERAGES, AND TEACHER RATED BEHAVIOR OF FAILING TENTH GRADE STUDENTS. The University of Tulsa, 1969, 30(10), 4236-A.
Subjects were divided into four experimental groups which were exposed to eight sessions using the Perceptual Modification Model treatment method, and one control group. Tests were given to the groups of students and available data collected in an attempt to note similarities and differences within groups. There was some indication that the Perceptual Modification Model could lead to an improvement in study habits. Additional research is recommended with the following: (1) longer periods of counseling; (2) follow-up study; (3) group and individual counseling occurring concurrently; and (4) selection of a more homogeneous counseling group. (Author)

(610) 70-1611 Stilwell, William Earle III. EFFECTS OF ETHNIC SOCIAL MODELING TECHNIQUES ON ADOLESCENT VOCATIONAL OPINIONS, INTERESTS, AND INFORMATION-SEEKING BEHAVIORS. Stanford University, 1969, 30(8), 3288-A.
The results showed that Mexican-American students who saw the Mexican-American social model videotape and that non-Mexican-American students, who saw the non-Mexican-American model videotape scored higher in the measure of interest in selected occupations and related activities different from their own. (Author)

(611) 70-5507 Stone, Thomas Carl. A CASE STUDY: PREDICTORS OF SUCCESS IN POST-HIGH SCHOOL VOCATIONAL TRADE, INDUSTRIAL AND TECHNICAL PROGRAMS. Colorado State University, 1969, 30(10), 4348-A.
Some findings were: (1) the first semester PH-GPAs were the best differentiators between the graduates and non-graduates in the programs; and (2) the DVT was the best individual test for predicting success. It was recommended that all vocational institutions empirically validate their entrance criterion for each program. Also there is a need to study student attitude and personality factors along with factors relating to facilities, equipment, and staff and their relationship with student success in specific programs. (Author)

(612) 70-4832 Stoutamire, Frederick Ashton, Jr. AN INVESTIGATION FOR DIFFERENCES BETWEEN TEACHER-COUNSELORS AND FULL-TIME COUNSELORS IN THE PUBLIC SECONDARY SCHOOLS OF VIRGINIA. University of Virginia, 1969, 30(9), 3865-A.
Conclusions were: (1) Considered in terms of the purpose of the study, the two differential practices are indicative of an area important in the identification of role and functions; (2) The two differential statements were not sufficient to provide a generalized description of the two groups and for this reason do not supply satisfactory evidence in support of the hypothesis; (3) The data supply some evidence that in the perceptions of objectives and practices in distinctive areas of curricular counseling, there are differences for which the occupational hypothesis does not provide an explanation. (Author)

(613) 69-22,215 Stranges, Richard James. THE RELATIONSHIP BETWEEN VARIOUS CHARACTERISTICS OF COUNSELEES AND THEIR SELECTED COUNSELORS. (Appendix F.: "California Test of Personality," pages 118-131, not microfilmed at request of author. Available for consultation at Ohio State University Library.) 1969, 30(8), 3289-A.
The following two conclusions are considered paramount: the trainees desire to be counseled by "one of their own kind," and the Black trainees whose scores on the California Tests of Personality revealed that they possessed a greater amount of inner-directedness do not appear to feel the need to be racially geared to the point wherein they would blindly select a counselor on the basis of race alone. (Author)

(614) 70-4207 Tangri, Sandra Florence Schwartz. ROLE-INNOVATION IN OCCUPATIONAL CHOICE AMONG COLLEGE WOMEN. The University of Michigan, 1969, 30(9), 4021-A.
This study was designed to discover what background, personality, or college experience characteristics might explain women's choice of occupations now dominated by men. The analysis of background variables showed that a more educated working mother may serve as a role-model for Role-Innovators, but that they were also likely to have more conflicts with such daughters than less educated working mothers who are less

likely to be taken as role-models by Innovative daughters. New personality measures of intrinsic achievement concerns were developed from items relating to the women's personal futures. Traditionals tend more than Role-Innovators to displace their achievement concerns onto the future husband, whereas Role-Innovators are more kikely to generalize from their own generally high level of expectations for self to expectations for future husbands. The college experience of the Role-Innovators did not support the fear of rejection most strongly expressed by the Traditional women in TAT themes about Fear of Success. (Author)

(615) 70-4715 Tanner, Elvin R. CHANGE IN ROLE EXPECTATION AND VALUE CONSENSUS IN ENGAGED COUPLES RESULTING FROM THE INTERPERSONAL GAME AND GROUP PREMARITAL COUNSELING, AND THE RELATIONSHIP OF ENGAGEMENT ADJUSTMENT AND EMOTIONAL MATURITY TO CHANGE. Brigham Young University, 1969, 30(9), 4037-A.

Subjects were engaged college couples who were seeking premarital counseling voluntarily. The couples were assigned to three experimental groups: the Interpersonal Game group, premarital counseling group, and control groups. A significant negative relationship was found between mates on emotional maturity. A significant positive relationship was found between emotional maturity and engagement adjustment. (Author)

(616) 70-3367 Tipton, Dorothy Marie. ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD GUIDANCE COUNSELORS. Rutgers- The State University, 1969, 30(9), 3805-A.

The present study assessed attitudes by means of eliciting free responses from the subjects. The students in this sample generally expressed favorable attitudes toward voluntary counseling, except in the area of personal counseling, and unfavorable attitudes toward nonvoluntary counseling in the areas where these attitudes were solicited. When the relationship between source of opinions toward counselors was investigated, it was found the sources in order of importance were: peers, parents, teachers, other adults, and counselors. Perception of counselor interest in the personal welfare of the students was not generally associated with either positive or negative attitudes toward personal counseling. Girls were more indecisive than boys in their attitudes toward voluntary personal counseling, but they were more likely than boys to express favorable attitudes toward vocational counseling. (Author)

(617) 70-5899 Trotzer, James Peter. THE EFFECT OF GROUP-CENTERED AND TOPIC-CENTERED METHODS ON GROUP PROCESS AND OUTCOMES. University of Colorado, 1969, 30(10), 4237-A.

All outcome null hypotheses were retained. No significant differences were noted for any of the variables tested. Although significance was observed in terms of process conditions, there was no apparent resulting effect on members' self concepts. Members in the basic encounter groups which were the focal point of this study scored no differently than members of the discussion groups or the no-treatment controls on outcome measures. (Author)

(618) 70-3379 Uber, Thomas Barclay. DELINQUENCY PREDICTION WITH THE SCHOOL INTEREST INVENTORY. Boston College, 1969, 30(9), 3742-A.

The results supported the findings of Keller and the expectation that a key could be developed which would differentiate significantly between boy delinquents and nondelinquents. The tendency of delinquent boys to respond more like girls was also supported in the study. (Author)

(619) 70-7171 Vanderhoof, Thomas Jay. THE EFFECTS OF GROUP COUNSELING ON LOW ACHIEVING STUDENTS' PERCEPTION OF THEIR COLLEGE ENVIRONMENT. Colorado State College, 1969, 30(10), 4237-A.

Subjects were divided into three groups: (1) experimental group which consisted of freshmen placed on academic probation and availed themselves of group counseling; (2) control group A of freshmen on academic probation but did not receive group counseling; and (3) control group B of freshmen who attained a grade point average of 2.00. The instrument used to determine the subjects' perception of the environment was the College and University Environment Scales. (Author)

(620) 70-6645 Van Matre, Gene LeRoy Jackson. THE INFLUENCE OF A NONVERBAL MODE OF INFORMATION ON COUNSELOR RATINGS OF WARMTH AND GENUINENESS. University of Missouri, Columbia, 1969, 30(10), 4238-A.

Results of the study indicated that the magnitude of ratings assigned on warmth and genuineness scales were not influenced by raters, order of presenting modes of information, modes of information, or interaction of these treatment variables. Results also indicated no influence on interrater agreement due to modes of information or orders of presenting modes. There were, however, differences in interrater agreement when rating was done on modes in different positions in an order of presentation of raters. (Author)

(621) 70-2269 Villalon, Aniceto Camacho. A PROPOSED MODEL COUNSELING PROGRAM FOR THE NATIONAL TEACHERS COLLEGE, MANILA, PHILIPPINES. University of California, Los Angeles, 1969, 30(8), 3290-A.

This study proposes a model counseling program for The National Teachers College (NTC), one that takes into consideration the specific educational objectives of the College in terms of knowledge and overt behavior. (Author)

(622) 70-752 Wade, Melva Jean. ALIENATION, MANIFEST NEEDS, AND ACADEMIC ACHIEVEMENT IN COLLEGE STUDENTS WITH MARGINAL ENTRANCE QUALIFICATIONS. New York University, 1969, 30(7), 2864-A.

A negative relationship ($r = -.212$) significant at the .01 level, was demonstrated between alienation and achievement. A predicted positive relationship between academic achievement and the specified pattern of manifest psychological needs was rejected. The conjecture that alienation would militate against the pattern of psychological needs which had been predicted to be positively related to achievement, was tested to determine whether the specified need pattern would be negatively related to alienation. This hypothesis also was rejected. (Author)

(623) 70-179 Walden, Ronald Lee. FLEXIBLE SCHEDULING: FACTORS RELATED TO CHANGE IN ACADEMIC ACHIEVEMENT. Northwestern University, 1969, 30(7), 2786-A.

One of the major implications of the study is that schools should be cautious and make special provisions when applying the flexible schedule to certain students, who are low in achievement motivation and motivation to delay gratification, as indicated by low socioeconomic status, low educational level of parents, and low scores on standardized tests of ability and achievement. (Author)

(624) 69-21,175 Walker, Angus Don. A STUDY OF THE RELATIONSHIP BETWEEN PERCEIVED MARTRIARCHAL

FAMILY STRUCTURE AND LEARNING DISABILITIES IN ELEMENTARY SCHOOL CHILDREN. East Texas State University, 1969, 30(7), 2865-A.
A stratified random sample was taken of 132 learning disability and 144 non-learning disability subjects. There appeared to be no relationship between perception of matriarchal family structure and learning disabilities in the population studied. (Author)

(625) 70-7607 Walker, Robert Burke. CLIENT PERCEPTION OF COUNSELOR EMPATHY: MEASUREMENT AND USE. The University of Tennessee, 1969, 30(11), 4784-A.
The three measures of counselor empathy examined were: (1) ratings of recorded time samples of counseling interviews on the Accurate Empathy Scale; (2) scores on the Counselor Empathy Scale, completed by the client after the interview; and (3) number of client perceptions of the accuracy of counselor empathy recorded during the interview. The Accurate Empathy Scale seemed to be a more precise measure of counselor empathy than client perceptions of counselor empathy measured during the interview by the client pressing a push button or after the interview by the client completing an inventory. (Author)

(626) 70-7515 Walshok, Mary Lindenstein. THE SOCIAL CORRELATES AND SEXUAL CONSEQUENCES OF VARIATIONS IN GENDER ROLE ORIENTATION: A NATIONAL STUDY OF COLLEGE STUDENTS. Indiana University, 1969, 30(11), 5088-A.
The data suggest that high socio-economic status, professional parents, secular values and metropolitan environments increase the likelihood of a woman developing unconventional role commitments. It also suggests that a close relationship with the father, concern with personal autonomy, and the capacity for instrumental achievements also are related to unconventionality. In the case of unconventional women, attitudes towards sexual behavior, marriage and the family tend to be unconventional compared to other women. (Author)

(627) 70-4488 Waltman, Bill Wayne. AN EXAMINATION OF THE ATTITUDES OF NEGRO HIGH SCHOOL SENIORS IN SEGREGATED AND DESEGREGATED SCHOOLS IN A METROPOLITAN COMMUNITY. The University of Oklahoma, 1969, 30(9), 3703-A.
Subjects in two of the desegregated schools expressed lower anti-white attitudes and fewer attitudes which indicated militancy than did subjects in the segregated school. The subjects at School A, which was a desegregated school, were more militant and more anti-white than subjects at any of the other three schools involved in the study. Merely placing black and white students in the same school was not enough to build a climate of mutual respect and understanding. (Author)

(628) 70-9653 Waterstreet, Donald Carl. EFFECTS ASSOCIATED WITH TECHNICAL SUMMER EMPLOYMENT OF ENGINEERING STUDENTS. Michigan State University, 1969, 30(11), 4785-A.
The overall findings a technical group that returned to the campus in the Fall with reported positive changes in their attitudes. As a group, they expressed no negative feelings toward the summer technical job. (Author)

(629) 70-328 Watts, David B. A STUDY OF SOCIAL CHARACTERISTICS AFFECTING CERTAIN OVER-ACHIEVING AND UNDER-ACHIEVING RURAL HIGH SCHOOL SENIOR BOYS AS COMPARED TO THEIR URBAN COUNTERPARTS. University of Kentucky, 1966, 30(7), 2735-A.
Some findings were: (1) only 40 of the rural subjects are performing academically to capacity compared to 50.3 percent of the urban subjects; (2) grade point averages and IQ's are consistently lower for the rural subjects than for the urban; (3) educational level attained by parents was not related to academic performance in the rural setting; and (4) educational level attained by older brothers and sisters tends to motivate the rural subjects toward academic excellence. (Author)

(630) 70-9730 Wehrly, Beatrice Lorraine. DIFFERENTIATION IN PROGRAMS OF STUDY AND SUPERVISED EXPERIENCES IN ELEMENTARY SCHOOL COUNSELOR PREPARATION PROGRAMS IN THE UNITED STATES. Texas A and M University, 1969, 30(11), 4785-A.
Objectives were to ascertain the degree to which programs were differentiating their experiences for candidates for elementary school counseling; to compare programs with the standards proposed for elementary school counselor preparation programs by the subcommittee of the Association for Counselor Education and Supervision; and to formulate a model or proposed program for the preparation of elementary school counselors based on findings evolving from the first two stated objectives. (Author)

(631) 70-7254 Weis, Susan Janice Furminger. SELF ESTEEM AND SELF IMPLEMENTATION IN ROLE SALIENCY OF WOMEN. The Pennsylvania State University, 1969, 30(11), 5071-A.
Role saliency is conceived as: (1) the degree to which the self concept is implemented in the social environment; and (2) the degree to which role is a source of satisfaction. Saliency in one role appears to be relevant to saliency in other roles which suggests that role saliency represents a process in self organization by which elements of the self concept are translated and implemented through social roles. This process evidently contributes to the psychosocial adequacy of the individual. (Author)

(632) 70-5684 Wheeler, Helen Iren. THE ATTITUDES OF SELECTED COMMUNITY COLLEGE FACULTIES TOWARD STUDENT PERSONNEL SERVICES. Washington State University, 1969, 30(10), 4239-A.
An attitude scale was developed, administered to the faculties of five randomly selected community colleges. The results showed no significant difference between the attitudes of transfer instructors and vocational-technical instructors. A significant difference at the .02 level was found to exist between group mean scores of transfer instructors and student personnel service workers, and between the group mean scores of vocational-technical instructors and student personnel service workers. No significant differences were found between mean scores of age groups, between male and female respondents, or between holders of the B.A. degree and the M.A. degree. (Author)

(633) 70-5906 Whitmore, Dorothy Gates. A STUDY OF ATTITUDES AND ACHIEVEMENT OF DISADVANTAGED ADOLESCENTS IN ALASKA. University of Colorado, 1969, 30(10), 4239-A.
This study was designed to determine whether or not an eight-week concentrated educational experience of intensive residential schooling provided any measureable change achievement or attitudes of a group of Alaskan students, the majority of whom came from an ethnic minority. An evaluation of the program would indicate that some positive changes did occur within the intensive eight week summer session. (Author)

(634) 70-5323 Whitney, Donald M. AN EXPERIMENTAL STUDY OF THREE METHODS OF IMPLEMENTING CONFRONTATION AND THEIR EFFECTS ON THE FACILITATIVE DIMENSIONS OF INTERPERSONAL AND SMALL GROUP PROCESSES. University of South Dakota, 1969, 30(9), 3744-A.

It was concluded that two types of confrontation, leader to member and member to member, did effect selected dimensions of the facilitative processes in basic encounter groups. (Author)

(635) 70-4220 Wiegerink, Ronald. A COMPARATIVE STUDY OF THE TEACHING BEHAVIORS OF ADVANTAGED AND DISADVANTAGED MOTHERS. The University of Michigan, 1969, 30(9), 3808-A.

Hypotheses included: (1) in teaching behaviors, advantaged mothers are superior to disadvantaged mothers; (2) in teaching behaviors, disadvantaged mothers of intellectually normal children are superior to disadvantaged mothers of functionally retarded children; and (3) mothers' teaching, language and personality behavior ratings are significantly correlated with children's intellectual, learning, language and classroom behaviors. The group results indicated (1) that advantaged mothers were significantly superior to disadvantaged mothers in teaching and language style, but not in personality behavior ratings; and (2) that advantaged mothers of intellectually normal children were superior to disadvantaged mothers of retarded children in teaching and language style, but not in personality behavior ratings. (Author)

(636) 69-22,330 Wilcox, Leslie David. SOCIAL CLASS, ANOMIE AND DELINQUENCY. Colorado State University, 1969, 30(7), 3112-A.

Conclusions of this research are that anomie and delinquent behavior are not class-linked phenomena, and that there is a significant relationship between subjective anomie and both utilitarian and nonutilitarian delinquent behavior. (Author)

(637) 70-7619 Williams, Allan Silvio. PERSONAL AND SOCIAL ATTITUDES AND VALUES OF HIGH SCHOOL STUDENTS AND THEIR RELATIONSHIPS TO LEVELS OF EDUCATIONAL ASPIRATIONS. George Peabody College for Teachers, 1969, 30(10), 4240-A.

A total of 776 students in grades nine through twelve were included in this study. Some conclusions were: (1) fewer girls than boys had high levels of educational aspirations; (2) lower level of educational attainment of fathers was associated with a lower proportion of students with high educational aspirations; (3) there were no significant relationships between religious denomination and aspirations; (4) presence of five or more siblings in the family was associated with a lower proportion of students having high levels of aspirations; and (5) there were significant relationships between father's occupations and high levels of educational aspirations. (Author)

(638) 70-7647 Willis, Bill J. THE INFLUENCE OF TEACHER EXPECTATION ON TEACHERS' CLASSROOM INTERACTION WITH SELECTED CHILDREN. George Peabody College for Teachers, 1969, 30(11), 5072-A.

The purpose of this study was to evaluate and compare the behavioral interaction of teachers with children whom they designated as the least efficient (LE) and most efficient (ME) learners in their classrooms. The results indicate that the teachers ignored the behavior of the LE child significantly more frequently than the ME child and provided significantly more verbal consequences for the behavior of the ME than the LE child in their classrooms. It seems that the teachers provided consequences for the behavior of the LE which might be described as systematic extinction of the behavior the LE most needs to develop for social competence. Teachers may transmit their expectations regarding the learning efficiency of students in their classrooms by the way they respond to the student's attempts to interact with them. (Author)

(639) 70-9482 Wiltz, Nicholas Anthony, Jr. MODIFICATION OF BEHAVIORS OF DEVIENT BOYS THROUGH PARENT PARTICIPATION IN A GROUP TECHNIQUE. University of Oregon, 1969, 30(11), 4786-A.

Parents in treatment met once per week with a therapist who taught them how to control their conduct-disordered children through principles of social learning. Control group parents and children received no therapy. The analyses were taken to be weak support for the effect of treatment procedures but results indicate that the procedures are worthy of replication attempts and represent one of the first reports in which intervention procedures for families have successfully demonstrated an effect using experimental and control groups with observation data as a basis for analysis. (Author)

(640) 70-4544 Winter, Marlene Stephanie. RISK TAKING AND PHILOSOPHICAL ORIENTATION AMONG STUDENTS IN REHABILITATION COUNSELING AND OTHER SELECTED SOCIAL SERVICE AND NON-SOCIAL SERVICE GRADUATE PROGRAMS. University of Pittsburgh, 1969, 30(9), 3810-A.

It was hypothesized that (1) participants in social service programs will express a more positive philosophy of human nature than those in non-social service programs; (2) social service groups will be more risk oriented in their decisions to accept "difficult" clients for services; and (3) there is a positive relationship between risk taking and philosophy of human nature. Analyses of variance revealed no differences between social and non-social service groups on either the risk taking, as measured by the RCJS, or PHN dimensions, nor were inter- or intragroup differences found. It was concluded that PHN and risk taking are two distinct psychological constructs herein operationally defined, do not vary among graduate students in different programs, and that these constructs may be more a function of age and sex than of graduate study groups. (Author)

(641) 70-754 Wolitzer, Morton. AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SELECTED PERSONALITY VARIABLES AND THE INVOLVEMENT OF STUDENTS IN SOCIAL PROTEST MOVEMENTS. (Pages 175-176, "California Psychological Inventory," not microfilmed at request of author. Available for consultation at New York University Libraries.) New York University, 1969, 30(10), 4553-A.

The California Psychological Inventory was administered to four selected groups. The study group consisted of 106 female and male college undergraduates who were classified as social protestors because of membership and/or participation in social protest groups. Female protestors appeared more significantly different from non-involved female students than did male protestors from non-male students. In many instances the scores of the protest group approached the magnitude of the scores attained by the adult volunteer group. The test discriminated between the protest and the delinquent groups. As the investigator assessed the results of the study it became clear that orthodox psychoanalytic theory could not explain the behavior of the protestor and that the behavior could best be understood in light of both ego psychology and Mertonian Theory relating to social structure and anomie. (Author)

(642) 70-4885 Worsley, Roger Lewis. AN ANALYSIS OF SELECTED VARIABLES AND THE PREDICTION OF THE EDUCATIONAL ACHIEVEMENT OF JUNIOR COLLEGE FRESHMEN. Arizona State University, 1969, 30(9), 3705-A.

Among the conclusions are: (1) high school achievement data is more meaningful than aptitude test scores for the predicting of first semester grade point average; and (2) the practice of emphasizing the ACT test battery over high school achievement data for the placement of students in courses and curricula is a doubtful one. (Author)

(643) 70-4502 Wright, Wilbert. A COMPARATIVE STUDY BETWEEN SOCIO-ECONOMIC STATUS, RACE, SEX, CLASSIFICATION AND STUDENT OPINIONS RELATED TO PERSONNEL SERVICES OF SELECTED TEXAS COLLEGES. University of Houston, 1969, 30(9), 3745-A.

Among the findings are: (1) race is the best single predictor of a student's choice of services; (2) sex is the least predictor of students' choices of personnel services; (3) white and black students are homogeneous in their opinions, with just a small variation; and (4) socio-economic status is a significant predictor of one's choice of personnel services. It is not a significant factor in determining differences between opinions. (Author)

(644) 70-7965 Wygant, Nancy Susan. A COMPARATIVE STUDY OF THE EDUCATIONAL ASPIRATIONS OF SELECTED SECONDARY SCHOOL STUDENTS IN THE UNITED STATES AND IN THE UNITED KINGDOM. Indiana University, 1969, 30(10), 4241-A.

It was concluded that differences found in the levels of educational aspirations were due to the differences in the types of school systems in operation between the two cultures. The selective nature of the British grammar school makes it difficult for those not selected to obtain a four-year college education. The limited opportunities available for entrance into higher educational institutions for the British secondary school students were also factors contributing to their having lower educational goals than did the American subjects. (Author)

(645) 70-380 Wyrick, Thomas Joseph. A STUDY OF RESIDENT ASSISTANT EFFECTIVENESS AS MEASURED BY THE DUNCAN RESIDENCE HALL COUNSELOR EVALUATION SCALE, THE TRUAX SCALES, AND GRADE-POINT AVERAGE. University of Arkansas, 1969, 30(7), 2788-A.

Analysis of the data revealed that the head residents' ratings were significantly correlated with grade-point average and students' mean ratings, implying that there was some agreement on the perceptions held by both groups of raters concerning what constituted an effective resident assistant. Although not conclusive, evidence presented supported the merit of including both students and head residents in the evaluation of student staff. (Author)

(646) 70-2949 Young, Alice Holloway. A DESCRIPTION AND ANALYSIS OF REPORTED REASONS FOR VOLUNTARILY INVOLVING CHILDREN IN A PUPIL TRANSFER PROGRAM IN THE ROCHESTER PUBLIC SCHOOLS. The University of Rochester, 1969, 30(9), 4022-A.

Subjects were a randomly selected group of sixty-four parents, thirty-two Negro and thirty-two white, whose children are involved in the open and reverse-open enrollment program. The study revealed that, although the majority of both groups of parents was satisfied with the goals of the transfer program, they were not enthusiastic about the program until after they had become involved in it. (Author)

(647) 70-4546 Zeffiro, William Theodore. THE PUPIL, THE CONSTITUTION, AND THE SUPREME COURT. University of Pittsburgh, 1969, 30(9), 3706-A.

Analyzes all specific or generalized references to the pupil, analyzes with appropriate text the issues under consideration in each of these references to the pupil, analyzes majority, per curiam, concurring, and dissenting opinions to ascertain changing attitudes toward the rights, responsibilities, and immunities of the American school pupil as mandated by the Constitution and interpreted by the Court, analyzes cases which arose out of controversies in schools over the separation of church and state and identifies the resultant evolving religious rights of the pupil and analyzes cases which arose from discrimination, segregation, and denial of due process and identifies resultant evolving civil rights of the pupil. (Author)

(648) 70-9400 Zumalt, Lonnie Eugene. APPLICATION OF AN IDENTIFICATION MODEL TO THE STUDY OF ATTITUDE CHANGE AMONG COUNSELING PRACTICUM PARTICIPANTS. University of Alabama, 1969, 30(11), 4787-A.

Four variables investigated were: time spent in practicum activities, meaningfulness in categories of personal interaction in the practicum, specificity of counselor educators' goals for the practicum, and manifest anxiety. Interaction analyses were done between individual professors and their students for evidence of identification on the Philosophies of Human Nature Scale attitudes during the practicum course. Six of the 23 students were found to be more like the professors at post-testing than they were at pretesting. It was recommended that the practicum planners study the kinds of activities required and try to emphasize those that are contributing to attitude change. (Author)

JOURNAL RESUMES

(649) Aldous, Joan. STRATEGIES FOR DEVELOPING FAMILY THEORY Journal of Marriage and the Family, 1970, 32(2), 250-255.
Four strategies examined after a discussion of conditions making for creativity are: axiomatic theory, borrowed theory, grounded theory and conceptual frameworks. Family scholars are urged to become familiar with developments in other areas and encourage specialists in other areas to attend their meetings. (Author)

(650) Allen, Alice A., and King, K. F. FAMILY RELATIONS COURSES TAUGHT IN HIGH SCHOOLS IN THE UNITED STATES. Journal of Home Economics, 1970, 62(1), 19-22.
Who are the teachers of family relations courses in the secondary schools? What are their backgrounds? What subject content do they actually teach? These and other questions and issues concerning family life education were considered in this nationwide study based on a sample of 510 secondary schools which offer family relations courses. (Editor)

(651) Allen, Thomas, W. PURPOSE IS ALIVE AND WELL AND LIVING IN THE EMPTY ORGANISM. Counseling Psychologist, 1970, 1(4), 72-81.
Comments on article by Ray E. Hosford in same issues. Presents several brief case accounts to indicate that behaviorists' explanations of techniques often do not do justice to their practice, suggesting advisability of doing as behaviorists do, not as they say. (Author/CJ)

(652) Almquist, Elizabeth M., and Angrist, Shirley S. CAREER SALIENCE AND ATYPICALITY OF OCCUPATIONAL CHOICE AMONG COLLEGE WOMEN. Journal of Marriage and the Family, 1970, 32(2), 242-248.
Focuses on career oriented girls who choose male dominated occupations. A "deviance hypothesis" suggesting that these women are different from women who choose traditionally feminine occupations, in terms of dating, extracurricular activities, relationships with parents and work values, receives only limited support. An alternative hypothesis suggesting that enriching experiences lead to unconventional choices is supported. (Author)

(653) Andrews, Joseph K. THE RESULTS OF A PILOT PROGRAM TO TRAIN TEACHERS IN THE CLASSROOM APPLICATION OF BEHAVIOR MODIFICATION TECHNIQUES. Journal of School Psychology, 1970, 8(1), 37-42.
As a result of a four week inservice pilot program, a group of elementary teachers were able to effect changes in classroom behavior. (Author)

(654) Apostal, Robert A. PERSONALITY TYPE AND PREFERRED COLLEGE SUBCULTURE. Journal of College Student Personnel, 1970, 11(3), 206-209.
Use of Holland's personality types proposed in his theory of vocational choice (1966) and the Clark-Trow Typology of College Student Subcultures indicates general agreement with literature findings--that relationship does exist between student characteristics and types of college environment. Results have implications for design of programs to assist students. (Author/CJ)

(655) Arbuckle, Dugald S. DOES THE SCHOOL REALLY NEED COUNSELORS? School Counselor, 1970, 17(5) 325-330.
The counselor can help revolutionize the educational experience by making the school a relevant institution which provides an experience for the young by giving them a feeling of worth. (Author)

(656) Armstrong, Robert L. A COMPARISON OF STUDENT ACTIVITY INVOLVEMENT. Journal of American Indian Education, 1970, 9(2), 10-15.
A comparison of student activities in three public high schools and in an Indian high school. (AN)

(657) Aspy, David N. EMPATHY-CONGRUENCE-CARING ARE NOT SINGULAR. Personnel and Guidance Journal, 1970, 48(8), 637-640.
Conditions basic to constructive human relationships in the psychotherapeutic setting are explored as they are currently being expressed in the context of our larger society. Various elements of society are expressing single dimensions of these necessary conditions, and these dimensions, when they occur separately, are insufficient for facilitative human interaction. (Author)

(658) Bach, Martin. ESSENTIALS OF GOOD MENTAL HEALTH. Journal of the International Association of Pupil Personnel Workers, 1970, 14(1), 5-8.
Focuses on exploring approaches to better understanding of self and examining school setting for purpose of enhancing well-being of all children. (Author)

(659) Backner, Burton L, and Beckenstein, Lewis. A SURVEY OF DISADVANTAGED STUDENTS' ATTITUDES TOWARDS A SPECIAL COLLEGE PROGRAM. Journal of Human Resources, 1970, 5(1), 117-127.
A survey of educationally disadvantaged Negro and Puerto Rican college students enrolled in a special baccalaureate program. At first, students accepted the program with no reservations but over time they became more reflective and critical and dependence on the special program lessened. (BC)

(660) Baggaley, Andrew R.; and Others. DISCRIMINATION OF ACADEMIC CURRICULA BY THE RUNNER STUDIES OF ATTITUDE. Measurement and Evaluation in Guidance, 1970, 3(1), 42-44.
Multiple discriminant analysis was applied to the 10 personality variables of the RSAP and to 17 groups of academic majors based on data collected on 628 college juniors. The hypothesis of equality of population centroids for the 17 groups was rejected at the .01 level. (Author/CJ)

(661) Baird, Leonard L. PATTERNS OF EDUCATIONAL ASPIRATION. American College Testing Research Reports, 1969, 32, 3-22.
Reports on two studies, one about students whose degree goals are discrepant with their ability, and another concerning students whose family income seems discrepant with their degree goals. Both subgroups were compared with students whose aspirations seemed more "appropriate." Except in the degree of nonacademic achievement, students in the subgroups proved quite similar to "typical" students. (Author/WM)

(662) Balswick, Jack O. THE EFFECT OF SPOUSE COMPANIONSHIP SUPPORT ON EMPLOYMENT SUCCESS. Journal of Marriage and the Family, 1970, 32(2), 212-215.
Data from case records and questionnaires show that spouse support is positively associated with job success and is more

predictive of that success among the more educated. (Author/CJ)

(663) Bankes, John; and Others. SELF-OTHER ORIENTATIONS OF INSTITUTIONALIZED BEHAVIOR-PROBLEM ADOLESCENTS. Journal of Consulting and Clinical Psychology, 1970, 34(1), 43-47.
Fifty-eight adolescents with behavior problems were contrasted with normal controls with the Self-Social Symbols Tasks. The maladjusted group was higher in egocentricity, lower in esteem, social interest, individuation, and on measures of identification. (Author)

(664) Banks, William M. THE CHANGING ATTITUDES OF BLACK STUDENTS. Personnel and Guidance Journal, 1970, 48(9), 739-745.
Racial attitudes of black college students were examined to determine changes in acceptance or rejection of negative racial stereotypes. Results indicate black students accept more anti-white ideology and less anti-Negro ideology than a comparable group of students sampled in 1957. Students sampled in 1968 were significantly less authoritarian than the earlier group. (Author)

(665) Baratz, Stephen S., and Baratz, Joan C. EARLY CHILDHOOD INTERVENTION: THE SOCIAL SCIENCE BASE OF INSTITUTIONAL RACISM. Harvard Educational Review, 1970, 40(1), 29-50.
Current programs to aid Negroes focus on them as people who are culturally deprived rather than culturally different. This approach dooms these programs to failure. (CK)

(666) Barbee, Donald. K-12-SOME KEYS TO CAMPUS UNREST. Journal of Secondary Education, 1969, 44(8), 369-374.
Unrest in universities and secondary schools is seldom viewed as a matter of direct concern of the elementary schools. Yet no other institution, with the possible exception of the family, has a greater potential for positively (or negatively) affecting the lives of the young. (CK)

(667) Barbee, Margaret S.; and Others. RELATIONSHIP OF WORK THERAPY TO PSYCHIATRIC LENGTH OF STAY AND READMISSION. Journal of Consulting and Clinical Psychology, 1969, 33(6), 735-737.
Results indicated that participants in an in-hospital work-therapy program, randomly selected patients in Fort Logan Mental Health Center, had longer stays in both intensive treatment and total hospitalization and had more readmissions to Fort Logan than nonparticipants. Reprints available from authors at Fort Logan Mental Health Center, Denver, Colorado, 80236. (Author)

(668) Barclay, Doris L. ART EDUCATION FOR THE CULTURALLY DIFFERENT. School Arts Magazine, 1970, 69(7), 14-17.
An art program for socially and economically deprived children in Los Angeles met with success. (CK)

(669) Barclay, James R. MEASURING THE CLASSROOM CLIMATE IN THE ELEMENTARY SCHOOL: A COMPUTERIZED SOLUTION. California Personnel and Guidance Association Journal, 1970, 2(2), 34-37.
Discusses problem of criterion determination in elementary classroom, some problems relating to measurement of classroom climate on unitary "prediction criterion" combinations and a new method for integrating multiple criteria via computer analysis. Sample computerized reports included. (Author)

(670) Bartz, Karen Winch, and Nye, F. Ivan. EARLY MARRIAGE: A PROPOSITIONAL FORMULATION. Journal of Marriage and the Family, 1970, 32(2), 258-267.
Consequences of early marriage are reviewed and stated as three propositions involving social class placement following marriage, divorce rate and negative affect. Three derived propositions are obtained from these. Theoretical family propositions are related to exchange theory and shown to be special cases of it. (Author)

(671) Bauer, Marjorie. SKIN DISEASES AND THE ADOLESCENT. Journal of School Health, 1970, 40(5), 236-238.
Discusses such concerns as acne, syphilis, drug abuse and tatoos. Indicates need for physician not only to treat skin diseases, but to help adolescents to accept themselves and find constructive directions. (CJ)

(672) Beal, Barry B. THE SCHOOL NURSE ROLE--A CHANGING CONCEPT-USE OF SYSTEM ANALYSIS IN PROGRAM PLANNING. Journal of School Health, 1970, 40(4), 189-191.
Sets forth series of steps as approach to design of an educational activity. They include the need objectives, constraints, and model. Cites an existing program. (Author/CJ)

(673) Bednar, Richard L. PERSUASIBILITY AND THE POWER OF BELIEF. Personnel and Guidance Journal, 1970, 48(8), 647-652.
Recent empirical developments suggest that clients who genuinely believe in the effectiveness of counseling are likely to improve regardless of the validity of the counselor's approach. This is discussed in the context of placebo reactivity, client susceptibility to persuasion and counselor expectations for client improvement. (Author)

(674) Bednar, Richard L. THERAPEUTIC RELATIONSHIP OF A-B THERAPISTS AS PERCEIVED BY CLIENT AND THERAPIST. Journal of Counseling Psychology, 1970, 17(2), 119-122.
Analysis of variance was employed to evaluate the therapeutic relationship offered to schizophrenic and psychoneurotic patients by A-B type therapists. Results are discussed in context of the Whitehorn-Betz original claim that the differential therapeutic success of A-B type therapists with schizophrenic and psychoneurotic clients are a function of differences in the level of therapeutic relationship offered. (Author)

(675) Bednar, Richard L., and Weinberg, Steve L. INGREDIENTS OF SUCCESSFUL TREATMENT PROGRAMS FOR UNDERACHIEVERS. Journal of Counseling Psychology, 1970, 17(1), 1-7.
The results of the survey indicate the treatment programs associated with improved student academic performance were characterized as: (1) structured rather than unstructured; (2) lengthy rather than brief; (3) counseling aimed at dynamics of underachievement used in conjunction with academic studies program; (4) having high levels of therapeutic conditions (empathy, warmth and genuineness); and (5) appropriate to the needs of students. (Author)

(676) Beery, Judith Williams. THERAPISTS' RESPONSES AS A FUNCTION OF LEVEL OF THERAPIST EXPERIENCE AND ATTITUDE OF THE PATIENT. Journal of Consulting and Clinical Psychology, 1970, 34(2), 239-243.
Study does not confirm Rogers' assertion that experienced therapists manifest more unconditional positive regard than do inexperienced therapists. Reprints from author, 245 Carmel Avenue, El Cerrito, California, 94530. (Author)

(677) Beltz, Stephen E. SOME GENTLE COMMENTS ON DR. HOSFORD'S REVIEW OF BEHAVIORAL COUNSELING. Counseling Psychologist, 1970, 1(4), 40-44.
Comments favorably on article by Ray E. Hosford in same issue, but expresses concern over the heavy emphasis on social modeling. (Author)

(678) Bentz, W. Kenneth; and Others. ATTITUDES OF SOCIAL DISTANCE AND SOCIAL RESPONSIBILITY FOR MENTAL ILLNESS: A COMPARISON OF TEACHERS AND THE GENERAL PUBLIC. Psychology in the Schools, 1970, 7(2), 198-203.
The data suggests that much still must be done to instill a sense of social responsibility for mental illness in the community. The attitudes and feelings of the community regarding social responsibility for cause and cure of mental illness will be crucial in success or failure of programs. (Author)

(679) Benveniste, Guy. PLANNING AND REVOLT. Comparative Education Review, 1970, 14(1), 65-75.
The problems of student participation in educational planning and the implications of educational planning for the decentralization of educational structures are discussed. (DB)

(680) Berlin, Doris A. EVALUATION OF A MENTAL HEALTH INFORMATION AND REFERRAL SERVICE. Community Mental Health Journal, 1970, 6(2), 144-154.
The method of evaluation involves measurement of program objectives and subobjectives in order to ascertain program effectiveness. Evaluation provided useful information with regard to the agencies using the service, the flow of patients through the program and the subsequent flow (through a hospital outpatient clinic) of a majority of patients referred for diagnosis or treatment. (Author)

(681) Berlin, Irving N. FROM CONFRONTATION TO COLLABORATION. American Journal of Orthopsychiatry, 1970, 40(3), 473-480.
This paper describes group role-playing and discussion sessions between mental health professionals and school personnel that eased their tautness and actual fear by giving them a framework for understanding confrontations. (Author)

(682) Berzins, Juris I.; and Others. AN APPROACH TO MATCHING PATIENTS WITH THERAPISTS IN SHORT-TERM PSYCHOTHERAPY. Journal of American College Health Association, 1970, 18(3), 245-252.
Approach entailed obtaining patients' scores on a sympton checklist and a role expectancy scale prior to therapy. On the basis of his scores, the patient was assigned to that therapist who, over a previous year, had obtained the most "positive" outcomes with regard to patients showing particular pretherapy score patterns. (Author)

(683) Betts, Dorothy. LET'S COMMUNICATE. Balance Sheet, 1970, 51(6), 254.
Initiate a plan of action in your school to communicate the activities of your department to the guidance counselors. (Editor)

(684) Beymer, Lawrence. CONFRONTATION GROUPS: HULA HOOPS? Counselor Education and Supervision, 1970, 9(2), 75-85.
Criticisms of confrontation groups are: (1) excessive anti-intellectualism; (2) neglect of phenomenon that experience can bring about worse as well as better adjustment; (3) labeling activities as group dynamics, but transforming process into group therapy; and (4) reluctance of leaders to accept responsibility for their actions and inactions. (Author)

(685) Bienvenu, Millard J., Sr. MEASUREMENT OF MARITAL COMMUNICATION. Family Coordinator, 1970, 19(1), 26-30.
A pilot study of 172 married couples reveals significant contrasts in patterns and degrees of communication and the efficacy of a measuring device for marital communication. Findings are relevant for understanding components of healthy communication in marital interaction. (Author)

(686) Biggs, Donald A. COUNSELING INTERVIEWS OR COUNSELING LETTERS? Journal of Counseling Psychology, 1970, 17(3), 224-226.
This investigation compares the usefulness of counseling letters and counseling interviews as methods of giving academic encouragement. Subjects' grade point averages were compared to those of a nontreatment control group. No significant differences were found. Neither letters nor interviews were found to be more effective. (Author)

(687) Biller, Henry B., and Weiss, Stephan D. THE FATHER-DAUGHTER RELATIONSHIP AND THE PERSONALITY DEVELOPMENT OF THE FEMALE. Journal of Genetic Psychology, 1970, 116(1), 79-93.
Concludes from cited literature and speculative discussion that the father's influence on female identification and personality adjustment is extremely significant. (DR)

(688) Billings, Julia E. ARE PARENTS IRRELEVANT? Journal of the National Association of Women Deans and Counselors, 1970, 33(3), 112-117.
Lessening of college "in loco parentis" role demands greater parent responsibility. Need exists for colleges to make parents more aware of spheres of responsibility. (CJ)

(689) Blaine, Graham B. YOUTH AND TODAY'S ENVIRONMENT. Journal of School Health, 1970, 40(2), 71-74.
Discusses need for those in authority to realize potential of young whose impatience with society stirs them to action which forces reexamination of world and perhaps needed change. (CJ)

(690) Blanco, Ralph R. FIFTY RECOMMENDATIONS TO AID EXCEPTIONAL CHILDREN. Psychology in the Schools, 1970, 7(1), 29-37.
Categorized, specific. (CJ)

(691) Blau, Herbert. RELEVANCE: THE SHADOW OF A MAGNITUDE. Daedalus, 1969, 98(3), 654-676.

Student unrest stems partially from a desire to find meaning in the education that they are receiving. (CK)

(692) Blocker, Clyde E. DISSENT AND THE COLLEGE STUDENT IN REVOLT. School and Society, 1970, 98(2322), 20-23.
There are two major contexts in which the causes of campus unrest must be discussed. One is the society-at-large with its multitudinous social problems; the second is the college itself. (CK)

(693) Bloom, Ellen, and Kennedy, C. E. THE STUDENT AND HIS PARENTS. Journal of the National Association of Women Deans and Counselors, 1970, 33(3), 98-105.
Responses to questionnaire to parents indicate that they want to know what is happening in the lives of their students, and students want them to know and understand. It is conceivable that the arena of personnel work may well extend to include more work with parents. (Author)

(694) Bloom, Richard. DIMENSIONS OF MENTAL HEALTH IN ADOLESCENT BOYS. Journal of Clinical Psychology, 1970, 26(1), 35-38.
A factor analysis was performed on responses to a series of questions dealing with personal distress and adjustment. (Author)

(695) BLUEPRINT FOR SUMMER JOBS. Manpower, 1970, 2(3), 19-21.
Step-by-step guidelines for helping young people obtain employment through auspices of local youth board and local business. (CJ)

(696) Boe, Sue. DRUGS: THE TOOLS OF MEDICAL PROGRESS. Journal of School Health, 1970, 40(2), 65-70.
Discusses drug use, past and present, by medical profession and by youth culture. (EK)

(697) Boehm, Ann E., and Weinberg, Richard A. THE PSYCHOLOGIST LEARNS CURRICULUM. Journal of School Psychology, 1970, 8(1), 19-21.
Discusses curriculum workshop designed to enable school psychology trainees to familiarize themselves with approaches and materials in the various subject matter areas and to explore the functioning of the psychologist as a vocal participant in curriculum innovation. (Author)

(698) Bolden, James A. BLACK STUDENTS AND THE SCHOOL COUNSELOR. School Counselor, 1970, 17(3), 204-207.
Counselors must help black students to develop positive attitudes toward themselves and toward school to improve their achievement. They must also communicate student perceptions to staff. (CJ)

(699) Bolte, Gordon L. A COMMUNICATIONS APPROACH TO MARITAL COUNSELING. Family Coordinator, 1970, 19(1), 32-40.
In response to need for framework within which to fit therapeutic interventions, introduces some theoretical considerations about relevancy of communications to disrupted marriages. Presents advisable cases for counselor intervention. (Author)

(700) Boothe, Anna. COUNSELING POTENTIALLY SUICIDAL CLIENTS. Journal of Professional Counselors Association, 1970, 2(3), 3.
Discusses objective data on suicide, a general philosophy on suicide and some general methods for counseling. (Author)

(701) Borup, Jerry H., and Elliott, W. Floyd. COLLEGE STUDENTS' ATTITUDES TOWARD LAWS, COURTS, AND ENFORCERS. College Student Survey, 1970, 4(1), 24-27.
Students in general are not staunch supporters of law, but without examination of general attitudes they cannot be said to differ from current popular norms. (Author/CJ)

(702) Bost, David L. CHANGES IN ALTRUISTIC ORIENTATIONS AND THEORY PREFERENCES OF BEGINNING COUNSELORS. Counselor Education and Supervision, 1970, 9(2), 116-121.
Exploration of interpersonal orientations during first year in field indicates that new counselors become more directive, both in theory and in practice than their teachers would have supported. (Author)

(703) Bowman, Henry A. MARRIAGE EDUCATION IN A PRO-FAMILY SOCIETY--A DREAMER SPEAKS. Family Coordinator, 1970, 19(2), 115-123.
Factors still impeding work in area of education for marriage are cultural differences, research quality, unfounded assumptions, curriculum development evaluation criteria. (Author/CJ)

(704) Boyd, Robert E. WHITEHORN-BETZ A-B SCORE AS AN EFFECTOR OF CLIENT-COUNSELOR INTERACTION. Journal of Counseling Psychology, 1970, 17(3), 279-283.
Recorded interview results were rated using the Hill Interaction Matrix. The findings indicated that while A and B counselors generated the same type of verbal interview content, B clients produced interviews containing more speculative, confrontive, challenging and personally thought provoking statements than A clients. These results support the contention that counselor behavior is to some extent under the control of the client. (Author)

(705) Bozarth, Jerold D, and Grace, David P. OBJECTIVE RATINGS AND CLIENT PERCEPTIONS OF THERAPEUTIC CONDITIONS WITH UNIVERSITY COUNSELING CENTER CLIENTS. Journal of Clinical Psychology, 1970, 26(1), 117-118.
Examination of agreement between rater's perceptions and patient's perceptions of therapeutic conditions indicate relationship was not similarly perceived by two groups at time of fifth interview. (Author)

(706) Branch, Lawrence G. EXPERIMENTAL PROBLEM SOLVING AND THE SCHOOL SETTING. Psychology in the Schools, 1970, 7(1), 86-87.
Brief discussion indicating that choice of working condition (alone or in group) cannot be used as gross indication of intelligence, although there are implications for school psychologists. (Author/CJ)

(707) Brazziel, William F. GETTING BLACK KIDS INTO COLLEGE. Personnel and Guidance Journal, 1970, 48(9), 747-751.
The gap between black and white in college enrollment is

widening. Comparability in enrollment means 850,000 black students on college campuses; about 400,000 are there now. Comparability in 1976 means a million black students enrolled. Master Counselors are required, both to work with children and press for more federal aid. (Author)

(708) Brazziel, William F. THE JENSEN CONTROVERSY: I. BEYOND THE SOUND AND THE FURY. Measurement and Evaluation in Guidance, 1970, 3(1), 7-9.
Measurement people have a responsibility to make clear the limitations of psychometrics in determining genetic contributions to human development and to combat those who misuse test data. (Author)

(709) Brock, Bill. CONGRESS LOOKS AT THE CAMPUS: REPORT OF THE BROCK CAMPUS TOUR. Journal of the National Association of Women Deans and Counselors, 1970, 33(2), 49-66.
From personal visitation, Congressional group reports on what students are saying about their concerns and frustrations. Offers ideas for consideration in hopes of alleviating problem of continual confrontation. Reprinted from Congressional Record. (CJ)

(710) Brock, E. Wilbur, and Iutaka, Sugiyama. SOCIAL STATUS, MOBILITY AND PREMARITAL PREGNANCY: A CASE OF BRAZIL. Journal of Marriage and the Family, 1970, 32(2), 284-291.
The factors found to be related significantly to premarital pregnancy were educational attainment, social status of father, social status of husband and social mobility. The data suggest that premarital pregnancy has significance for social mobility through the process of mate selection. Premarital conception may result in middle class females being downwardly mobile to find mates. (Author)

(711) Brodber, Erna, and Wagner, Nathaniel N. THE BLACK FAMILY, POVERTY, AND FAMILY PLANNING: ANTHROPOLOGICAL IMPRESSION. Family Coordinator, 1970, 19(2), 168-172.
Using traditional anthropological methods of field study of families and living with a Black welfare family and a Caucasian family provided bases for developing an analysis of the socialization patterns. Implications of these patterns for family planning, or the lack of family planning, are discussed. (Author)

(712) Broman, Betty L. LET CHILDREN TALK. Education Digest, 1970, 35(7), 30-31.
Teaching language requires teachers to provide conditions that are conducive to encouraging children to talk. (CK)

(713) Brophy, Helen E. "PROJECT PURSUIT", A HEALTH DEFECT FOLLOW-UP ACTIVITY. Journal of School Health, 1970, 40(4), 186-189.
Describes project which provided correction for defects of long standing in 233 children. Project was well received and demonstrated the potential of intensified nursing services. (Author)

(714) Broverman, Inge K.; and Others. SEX-ROLE STEREOTYPES AND CLINICAL JUDGMENTS OF MENTAL HEALTH. Journal of Consulting and Clinical Psychology, 1970, 34(1), 1-7.
Sex-role Stereotype Questionnaire of 122 bipolar items was given to clinicians. Hypotheses confirmed and possible reasons for and effects of double standard of health are discussed. (Author)

(715) Brown, Duane. THE YEAR OF THE EXPERT. Counselor Education and Supervision, 1970, 9(2), 93-98.
Examines phenomenon of expertise and how unqualified expertise retards guidance profession and offers suggestions for amelioration of condition. (Author)

(716) Brown, Frederick G. THE JENSEN CONTROVERSY: III. REVIEW OF THE PAST, FOCUS ON THE FUTURE. Measurement and Evaluation in Guidance, 1970, 3(1), 18-24.
Jensen's article is seen as reemphasizing many of the persistent problems of psychological measurement rather than as raising a new set of issues. The report also directs attention to the social consequences of testing. (Author)

(717) Brown, Roy D. GROOMING UNEMPLOYABLES FOR PRODUCTIVE LIFE. American Vocational Journal, 1970, 45(3), 53-55.
Here are hard-hitting techniques that may encourage other vocational educators to lay it on the line with unmotivated students. (Editors)

(718) Brown, W. P. INDIVIDUAL DIFFERENCES IN ASSOCIATING TO NEUTRAL AND EMOTIONAL WORDS. Journal of Consulting and Clinical Psychology, 1970, 34(1), 33-35.
Scored responses of 100 subjects to 30 neutral and 30 emotional words. Unique responses were prone to perseverations and reproduction faults on retest. Maudsley Personality Inventory Extraversion scores correlated with number of unique responses and perseverations elicited by neutral words. Reasons considered and it is argued that emotional stimuli introduce determinants of associative behavior whose effects obscure influence of personality traits. (Author)

(719) Bruemmer, Linda. THE CONDITION OF WOMEN IN SOCIETY TODAY: ANNOTATED BIBLIOGRAPHY--PART 2. Journal of the National Association of Women Deans and Counselors, 1970, 33(2), 89-95.
Conclusion of article appearing in Fall 1969 issue of same journal. (Author)

(720) Bruker, Robert M., and Taliana, Lawrence E. PROFILE AND PERCEPTIONS OF THE PART-TIME STUDENT. College Student Survey, 1970, 4(1), 31-32.
Part-time students tend to space their attendance evenly throughout year, suggesting that course offerings should be substantial during evening and summer sessions. (Author)

(721) Brummit, Houston, and Schieren, Anne G. "THE PERFECT SET UP" A STUDY OF INTENSIVE SERVICE. Psychology in the Schools, 1970, 7(1), 3-13.
Extensive three year study of program involving resident school psychiatrist in extremely mobile setting. Medical help can reduce behavior problems but not academic retardation. Recommendations are offered to increase effectiveness of

(722) Bruyn, Henry B. DRUGS ON THE COLLEGE CAMPUS. Journal of School Health, 1970, 40(2), 91-97.
Discusses use of hallucinogens as being incompatible with academic success. Most effective mechanism for behavior modification is through health education from kindergarten through high school to produce population with different attitudes on drugs. (Author/CJ)

guidance programs for disadvantaged, culturally different pupils. (CJ)

(723) Bucci, Frank A. ACADEMIC PERFORMANCE OF TRANSFER STUDENTS FROM TWO-YEAR COLLEGES. Journal of the National Association of College Admissions Counselors, 1970, 15(1), 10-11.
A report on research concerning performance of transfer students compared with native students concludes that the community colleges are doing a valuable and efficient job, which is probably going to become indispensable. (Author)

(724) Buffer, James John, Jr. A STUDY OF CERTAIN EFFFCTS OF TEST INTERPRETATION IN COUNSELING UPON ACHIEVEMENT AND SELF-PERCEPTIONS. Illinois School Research, 1970, 6(2), 23-27.
Participation in test interpretation counseling by high school students, whether positively or neutrally oriented, has a greater effect on improving students' future achievement performance, than does the absence of counseling. (CK)

(725) Bullock, Lyndal M. GROUP GUIDANCE SEMINARS DESIGNED FOR JUNIOR HIGH SCHOOL PUPILS. School Counselor, 1970, 16(3), 174-177.
Describes program development in response to student survey of interest areas and how entire staff and student body participated in the seminar sessions. (CJ)

(726) Burgess, Jane K. THE SINGLE-PARENT FAMILY: A SOCIAL AND SOCIOLOGICAL PROBLEM. Family Coordinator, 1970, 19(2), 137-144.
Consideration of the significantly unique problems facing single parents and possible solutions have been secured through a perusal of the literature and direct involvement with the single-parent family phenomenon. (Author)

(727) Burton, Robert L., and Hartmann, Eugene L. A STUDY OF POST-CHOICE VOCATIONAL COUNSELING WITH THE SVIB. Vocational Guidance Quarterly, 1970, 18(3), 195-198.
Study results suggest that a guidance experience designed to test appropriateness of choice can be beneficial even after a college major has been chosen. (Author)

(728) Cameron, Howard K. THE JENSEN CONTROVERSY: II. CULTURAL MYOPIA. Measurement and Evaluation in Guidance, 1970, 3(1), 10-17
Recommends moratorium on testing minority group members with existing standardized measuring instruments, a reassessment of the validity of standardized tests and an appraisal of testing practices with minority groups whose cultural backgrounds vary significantly from that of the middle class white norm. (Author)

(729) Camp, William L., and Rothney, John W. M. PARENTAL RESPONSE TO COUNSELORS' SUGGESTIONS. School Counselor, 1970, 17(3), 200-203.
Study results indicate that parents and students, working together, do try to follow suggested counselor leads, except in areas of vocational planning. (CJ)

(730) Campbell, Frederick L. FAMILY GROWTH AND VARIATION IN FAMILY ROLE STRUCTURE. Journal of Marriage and the Family, 1970, 32(1), 45-53.
This study deals with the relationship between number and spacing of children and family role structure as measured by decision making and household task performance. Data on childbearing patterns and family role structure indicate that family size, spacing between marriage and first birth, and spacing between first and last birth are all related in a weak, but persistent way, to both decision making and task performance. (Author)

(731) Carkhuff, Robert R., and Bierman, Ralph. TRAINING AS A PREFERRED MODE OF TREATMENT OF PARENTS OF EMOTIONALLY DISTURBED CHILDREN. Journal of Counseling Psychology, 1970, 17(2), 157-161.
Both parents and children were pretested and posttested with the following results: (1) the training group demonstrated gains in communication and discrimination; and (2) while the training-group parents perceived themselves as improving in interpersonal skills, they did not generalize gains to play situations with their children. (Author)

(732) Carkhuff, Robert; and Others. THE DIFFERENTIAL EFFECTS OF SEQUENCE OF TRAINING IN COUNSELOR-RESPONSIVE AND COUNSELOR-INITIATED CONDITIONS. Counselor Education and Supervision, 1970, 9(2), 106-108.
Implications appear to be that greatest changes in briefest time can be effected by focusing on training in counselor responsiveness prior to counselor initiation. (Author)

(733) Carlson, Rae. ON THE STRUCTURE OF SELF-ESTEEM: COMMENTS ON ZILLER'S FORMULATION. Journal of Consulting and Clinical Psychology, 1970, 34(2), 264-268.
Reviews conceptual issues in Ziller's research on social self-esteem (SSE) in the light of recent theoretical and empirical work and notes three limitations of the SSE measure and its supporting rationale. Reprints from author, National Institute of Mental Health, Room 10A-01, 5454 Wisconsin Avenue, Chevy Chase, Maryland, 20015. (Author)

(734) Carlson, Rae. RORSCHACH PREDICTION OF SUCCESS IN CLINICAL TRAINING: A SECOND LOOK. Journal of Consulting and Clinical Psychology, 1969, 33(6), 699-704.
A Rorschach Index based on ego-psychological conceptualization of an optimal personality picture predicted for 155 trainees was compared with predictions from the Miller Analogies Test (MAT) and the Strong Vocational Interest Blank (SVIB). The Index predicted success and failure more effectively. (Author)

(735) Carmical, Laverne, and Calvin, Leland W., Jr. COUNSELOR EDUCATION: A VIEW FROM THE GRADUATES. National Catholic Guidance Conference Journal, 1970, 14(3), 191-195.
Study findings suggest that, while practicing counselors have high regard for their professors, they do not rate their training as well. Implications are for improved program development. (Author)

(736) Carmical, LaVerne, and Calvin, Leland, Jr. FUNCTIONS SELECTED BY SCHOOL COUNSELORS. School Counselor, 1970, 17(4), 280-284.
Assesses school counselors' job-ideal dictated by school counselors themselves. Counselors responded to the

Counselor Function Inventory. Counseling per se is viewed as primary to counselors' role; he or she is not a clerk, teacher, disciplinarian, or an administrator. (Author/EK)

(737) Carr, Margaret. SCHOOL PHOBIA. Canadian Counselor, 1970, 4(1), 41-45.
Reviews aspects of school phobia, discusses ways in which school can, through early detection and use of special classes, assist in prevention of severe cases. (Author)

(738) Carroll, Marguerite R. SILENCE IS THE HEART'S SIZE: SELF-EXAMINATION THROUGH GROUP PROCESS. Personnel and Guidance Journal, 1970, 48(7), 546-551.
Logs are presented to communicate what was observed and felt by author while attending a graduate class in group process. (Author)

(739) Carson, Robert C. A CONCEPTUAL APPROACH TO THE PROBLEM OF THERAPIST-CLIENT MATCHING. Journal of American College Health Association, 1970, 18(3), 241-244.
Approach described derives from social exchange theory as developed by Thibaut and Kelley and states that a successful therapist must provide client with a series of experiences of low hedonic outcome, first to block disordered behavior and then to induce client into new behaviors with which he needs to construct revising experiences. (Author)

(740) Carter, Lillian, and Ostendorf, Mary. THE AWAKENING OF ADOLESCENT FEMININITY. Journal of School Health, 1970, 40(4), 203-205.
An after school health club, organized to meet needs of inner city girls, corrects many misconceptions about sexuality and maturation. (CJ)

(741) Carter, Robert D., and Stuart, Richard B. BEHAVIOR MODIFICATION THEORY AND PRACTICE: A REPLY. Social Work, 1970, 15(1), 37-50.
Response to article in previous issue by Max Bruck (April 1968). Argues that behavioral approach has been empirically demonstrated to be effective in altering problem behavior and offers advantages over more traditional approaches. Proposes that behavioral psychology can deal with all important aspects of complex human behavior. (Author)

(742) Catterall, Calvin D. TAXONOMY OF PRESCRIPTIVE INTERVENTIONS. Journal of School Psychology, 1970, 8(1), 5-12.
Although aimed at the school psychologists, this paper suggests the use of a variety of interventionists and implies a more active follow-through than has typically been taken by psychologists in the schools. (Author)

(743) Centra, John A. COLLEGE FRESHMAN ATTITUDES TOWARD CHEATING. Personnel and Guidance Journal, 1970, 48(5), 366-373.
From a sample of 1500 students and 119 institutions, it was found that those with lenient attitudes toward academic cheating had similar attitudes about cheating in government and industry. Institutions enrolling students with strong attitudes against cheating were more selective, all-female and small. (Author)

(744) Chan, Adrian; and Others. AN INTEGRATED APPROACH TO THE MODIFICATION OF CLASSROOM FAILURE AND DISRUPTION: A CASE STUDY. Journal of School Psychology, 1970, 8(2), 114-120.
Counseling approach including remedial learning with peer competition, teacher training, and supportive counseling proved successful during a 13 week, 26 session program. (Author)

(745) Chickering, Arthur W., and Hannah, William. THE PROCESS OF WITHDRAWAL. Liberal Education, 1969, 15(4), 551-558.
Study of college dropouts and students who plan to withdraw from 13 small institutions. Discusses how motivation, personal and financial problems, life styles, goal orientation, parents, friends, college staff and environment contribute to or prevent student withdrawals. Proposes ways of dealing with problem. (AD)

(746) Christie, T. ENVIRONMENTAL FACTORS IN CREATIVITY. Journal of Creative Behavior, 1970, 4(1), 13-31.
A home environment that gives a free reign and a ready response to the explorations of the child is one that fosters creative development. Likewise, the use of discovery learning at school and in job training encourages creativity. (CK)

(747) Ciavarella, Michael A., and Doolittle, Lawrence W. THE OMBUDSMAN: RELEVANT ROLE MODEL FOR THE COUNSELOR. School Counselor, 1970, 17(5), 331-336.
Aspects of the ombudistic counselor's role are: (1) nobility, or standing between the student and the school; (2) advocacy, or advocating needed school changes; (3) acting, or doing what is necessary to help the client; and (4) criticizing, or "telling it like it is," to improve rather than weaken the system. (Author)

(748) Cicirelli, Victor G., and Cicirelli, Jean S. COUNSELORS' CREATIVE ABILITY AND ATTITUDE IN RELATION TO COUNSELING BEHAVIOR WITH DISADVANTAGED COUNSELEES. Journal of Counseling Psychology, 1970, 17(2), 177-183.
Behavioral categories were related to counselors' scores on Minnesota Teacher Attitude Inventory, Torrance Tests of Creative Thinking and Remote Associates Test. Counselors with more positive attitude and greater verbal fluency and flexibility were better able to talk during the interview. Counselors with more positive attitude used more praise and encouragement of counselee. (Author)

(749) Clark, R. C. THE EMERGING COUNSELOR IN CANADA. Canadian Counselor, 1970, 4(1), 5-9.
Counselors interested in relating to young people should take a lead in developing lines of communication between school hierarchy and students seeking involvement. (Author)

(750) Clarke, Johnnie R., and Ammons, Rose Mary. IDENTIFICATION AND DIAGNOSIS OF DISADVANTAGED STUDENTS. Junior College Journal, 1970, 40(5), 13-17.
A study of Negro and white junior college students supported the conclusion that special programs and teaching strategies should be geared to the particular needs of disadvantaged students. (MS)

(751) Clement, Paul W. ELIMINATION OF SLEEPWALKING IN A SEVEN-YEAR-OLD BOY. Journal of Consulting

and Clinical Psychology, 1970, 34(1), 22-26.
Describes therapy program for treating somnambulism. After introducing a conditioning procedure, changes occurred. The mother carried out treatment at home. A simple associative learning model fit the data. Case described. (Author)

(752) Clifford, Earle W. SECOND THOUGHTS ON THE OMBUDSMAN IN HIGHER EDUCATION. Journal of the Association of Deans and Administrators of Student Affairs, 1970, 7(4), 202-207.
Author feels that ombudsman function should properly be performed by dean of students and his staff. If they are not, changes should be made in organization, personnel, and process of school--not by addition of another bureaucrat. (Author/CJ)

(753) Cole, Henry P. PROCESS CURRICULA AND CREATIVITY DEVELOPMENT. Journal of Creative Behavior, 1969, 3(4), 243-259.
The behaviors that underlie the creative process have been shown to be basic to learning and problem solving. Process curricula attempt to develop many of these behaviors. (CK)

(754) Coleman, Jane, and Hawkins, Wilber. THE CHANGING ROLE OF THE NURSE: AN ALTERNATIVE TO ELIMINATION. Journal of School Health, 1970, 40(3), 121-122.
Describes program of testing kindergarten children to discover, as early as possible, potential impediments to learning. Parent conferences foster home interest for children who need special help. (CJ)

(755) Coleman, Susan T.; and Others. TECHNIQUE: FIVE VIEWS. Journal of Professional Counselors Association, 1970, 2(3), 7.
Techniques used by five interns build upon establishment of a strong relationship with the client, client acknowledgement of responsibility for his behaviors, acceptance by counselor of himself, search for hidden client feelings and reinforcement. (CJ)

(756) COMICS MAKE THE JOB SCENE. Manpower, 1970, 2(2), 26-28.
A pilot program to use comic books which supply occupational information to youths at the state employment agencies. (BC)

(757) Coons, Frederick W. THE CLINICAL SETTING OF COLLEGE MENTAL HEALTH. Journal of American College Health Association, 1970, 18(3), 201-203.
Survey results are tabulated for 49 colleges in regard to enrollment, full-time staff, part-time staff and patient load. Presented before American College Health Association, Oklahoma City, April 1969. (CJ)

(758) Coons, Frederick W. THE RESOLUTION OF ADOLESCENCE IN COLLEGE. Personnel and Guidance Journal, 1970, 48(7), 533-541.
Discusses five developmental tasks encountered by college students during late adolescence and early adulthood: (1) shift in relationship with parents; (2) resolution of personal sexual identity; (3) creation of value system; (4) development of capacity for intimacy; and (5) choice of life's work. (Author)

(759) Cope, Robert G. SEX-RELATED FACTORS AND ATTRITION AMONG COLLEGE WOMEN. Journal of the National Association of Women Deans and Counselors, 1970, 33(3), 118-124.
Data reveals that females who appear to be less cultured (music, art, poetry), less attractive and less skilled verbally in a cultured and socially competitive environment are inclined to be less successful and withdraw. (Author)

(760) Cormany, Robert B. RETURNING SPECIAL EDUCATION STUDENTS TO REGULAR CLASSES. Personnel and Guidance Journal, 1970, 48(8), 641-646.
This study of 30 students who were returned points out that by careful screening and orientation such students can be academically successful. The role of the counselor in dealing with special education students has been badly neglected in educational literature, yet he is in an excellent position to correct some abuses that exist in schools where special education program is considered terminal. (Author)

(761) Cover, John A. ALIENATION FROM SOCIETY AS A FACTOR IN LACK OF VOCATIONAL DECISION IN MALE HIGH SCHOOL SENIORS. Canadian Counselor, 1970, 4(1), 23-30.
Alienation was measured by Alienation Scale of Neal and Rettig (1963), vocational maturity by Vocational Development Inventory (Crites, 1961), and scholastic ability by Cooperative School and College Ability Test. No significant relationship between variables was found, suggesting that the Alienation Scale is not suitable for this purpose. (Author/CJ)

(762) Cowen, Emory L.; and Others. AN UNDERGRADUATE PRACTICUM IN COMMUNITY MENTAL HEALTH. Community Mental Health Journal, 1970, 6(2), 91-100.
This report describes a year long undergraduate course in community mental health, combining didactic and practicum elements. Reactions of installations and participants are reviewed and implications of this type of course model and orientation to training are considered. (Author)

(763) Cowen, Emory L.; and Others. PARENTAL PERCEPTIONS OF YOUNG CHILDREN AND THEIR RELATION TO INDEXES OF ADJUSTMENT. Journal of Consulting and Clinical Psychology, 1970, 34(1), 97-103.
Developed four measures of parent attitude and perception of child behavior. Instruments discriminate consistently between third-grade children judged to be well or poorly adjusted. Present battery extends potential for identifying early emotional dysfunction and complements existing assessment procedures. (Author)

(764) Craig, David G. SOME APPROACHES FOR COUNSELING STUDENTS. Agricultural Education Magazine, 1970, 42(9), 223.
Suggests teachers use following steps in counseling students: (1) preparation; (2) introduction; (3) problem definition; (4) solution identification; (5) information gathering; (6) decision making; and (7) follow-up. Discusses role of teacher in directive and non-directive counseling. (DM)

(765) Creason, Frank, and Schilson, Donald L. OCCUPATIONAL CONCERNS OF SIXTH-GRADE CHILDREN. Vocational Guidance Quarterly, 1970, 18(3), 219-224.
Knowing children's preferences and reasons for them can help teachers and counselors to provide appropriate exploratory experiences and to encourage individuals to assume some responsibility for self assessment and wise occupational

decision making. (Author/CJ)

(766) Croake, James W. GROUP COUNSELING: A FIRST ATTEMPT. Psychology in the Schools, 1970, 7(1), 57-60.
Relates personal, largely unsuccessful, initial attempt at group therapy with view toward lending support to novice counselors trying similar experiments. (CJ)

(767) Croft, John C. ORGANIZATIONAL DEVELOPMENT FOR THORNLEA: A COMMUNICATION PACKAGE AND SOME RESULTS. Journal of Applied Behavioral Science, 1970, 6(1), 93-114.
This case study discusses assumptions and objectives of organizational development (OD) in general; some background of a school which recently participated in a very brief taste of OD; some essential features of the package itself; and some results and implications. Comments follow by Gilbert D. Moore, State University of New York, Buffalo, and John R. Seeley, Southern California Counseling Center. (Author/CJ)

(768) Cross, Herbert J., and Allen, Jon G. EGO IDENTITY STATUS, ADJUSTMENT, AND ACADEMIC ACHIEVEMENT. Journal of Consulting and Clinical Psychology, 1970, 34(2), 288.
Brief report of study indicating that college students who have achieved a strong identity perform better in college than those who have not. They are likely to be task oriented. (Author/CJ)

(769) Crossland, Fred E. STUDENTS, CAREERS AND THE '70S. Journal of College Placement, 1970, 30(3), 30-34.
Reviews educational and social change and suggests need for re-examination of old social premises and new educational promises. First of three articles on the '70s, all in this issue. (CJ)

(770) Culbert, Samuel A. ACCELERATING LABORATORY LEARNING THROUGH A PHASE PROGRESSION MODEL FOR TRAINER INTERVENTION. Journal of Applied Behavioral Science, 1970, 6(1), 21-38.
This is an example of how author experimented in systematically using his understanding of T Group phenomena to conceptualize and to point to a sequence of phases which might be optimum for a particular group in accomplishing its learning objectives and illustrates one technique for shifting group's focus from one issue to next. (Author)

(771) Dahlem, Nancy Wray. YOUNG AMERICANS' REPORTED PERCEPTIONS OF THEIR PARENTS. The Journal of Psychology, 1970, 74(2), 187-194.
Samples of American high school students, college students and university students were asked to answer either Mother or Father to each of eight items and to indicate whether the parent named was perceived as instrumental (I) or expressive (E). Regardless of the sample or sex of the respondents, the responses given were very similar. When clear I-E differentiations were reported Mother was more often called E and Father I, regardless of the frame of reference encouraged by the item. (Author)

(772) Dalis, Gus T. THE EFFECT OF PRECISE OBJECTIVES UPON STUDENT ACHIEVEMENT IN HEALTH EDUCATION. Journal of School Health, 1970, 40(5), 262.
Concludes that achievement can be enhanced through provision of precise instructional objectives. (Author)

(773) Dandes, Herbert. WORKSHOP SUMMARIES. Journal of the International Association of Pupil Personnel Workers, 1970, 14(1), 25-35.
Workshop titles are: (1) "Authenticity in Communication;" (2) "Inter-Cultural Communication;" (3) "Enticements to Eupsychia;" (4) "Psychoneurosensory Problems in Education;" (5) "Why Education for Family Life and Human Sexuality;" and (6) "Communication in the Hazards of Drug Abuse." (EK)

(774) Daniels, Rose M. DRUG EDUCATION BEGINS BEFORE KINDERGARTEN: THE GLEN COVE, N.Y. PILOT PROGRAM. Journal of School Health, 1970, 40(5), 242-248.
Based on premise that child entering school has already been "drug educated" to some extent, program is aimed at parents of preschoolers as well as at all levels from kindergarten through grade 12. (CJ)

(775) Daniere, Andre, and Mechling, Jerry. DIRECT MARGINAL PRODUCTIVITY OF COLLEGE EDUCATION IN RELATION TO COLLEGE APTITUDE OF STUDENTS AND PRODUCTION COSTS OF INSTITUTIONS. Journal of Human Resources, 1970, 5(1), 51-70.
A statistical analysis of expected earnings flows and their present values considering students with different college aptitudes and institutions of different quality which provides marginal decision criteria for reallocation of resources in college education. (BC)

(776) Danskin, David G.; and Others. ADAPTING THE COMPUTER FOR NARRATIVE MATERIAL: A PROGRESS REPORT. Journal of Counseling Psychology, 1970, 17(1), 63-66.
Reported is an exploratory venture summarizing cooperative work of a university computing center and a university counseling center in developing a methodology for storing interview material in narrative form. Steps in the development of this facility is related to an ongoing study of student development. (Author)

(777) Daubner, Edward V., and Daubner, Edith Schell. ETHICS AND COUNSELING DECISIONS. Personnel and Guidance Journal, 1970, 48(6), 433-442.
A knowledge of ethical theories, practical principles flowing from them, and the method of decision making which they indicate will enable counselors to assist clients with moral problems. (Author)

(778) Davis, Louis E. RESTRUCTURING JOBS FOR SOCIAL GOALS. Manpower, 1970, 2(2), 2-6.
Job restructuring can play an important part in preparing the unskilled for today's society and in easing the United States into the postindustrial era. (BC)

(779) Delgiorno, Joseph E. A SCHOOL FOR OUT-OF-SCHOOL YOUTH. Personnel and Guidance Journal, 1970, 48(5), 394-395.
A group of teachers and counselors from Oceanside Public Schools (New York) created a technical school within a school for the purpose of assisting alienated youngsters. Counseling out-of-school youth became a major part of the program. (Author/EK)

(780) Dembo, Myron, H., and Good, Thomas L. TEAM LEARNING: IMPLICATIONS FOR THE CLASSROOM TEACHER AND SCHOOL PSYCHOLOGIST. Journal of School Psychology, 1970, 8(1), 57-59.
The school psychologist's handling of behavioral and academic problems may be improved if more attention is directed to various instructional methods which would bring him into greater contact with normal classroom activities. (Author)

(781) Demsch, Berthold, and Garth, Julia. A MULTI-DISCIPLINARY APPROACH TO TRUANCY. Psychology in the Schools, 1970, 7(2), 194-197.
Discusses legal basis of project IMPACT (program for improvement of attendance and curtailment of truancy) in terms of advantages and pitfalls; the District Committee in terms of its objectives, organization and functioning; and observations in retrospect of successes, failures and clues for future. Case study presented. (Author)

(782) Denner, Bruce. ETIQUETTE OF VERBAL CONDITIONING. Journal of Consulting and Clinical Psychology, 1970, 34(1), 80-85.
Explores role of ambiguity in producing verbal conditioning by using two E types and two S types. Six college students were assigned to "crafty" Es. Results revealed that certain types of ambiguity increase verbal compliance. (Author)

(783) DeRoo, William M., and Binner, William J. GROUP VOCATIONAL COUNSELING IN THE REHABILITATION OF EMOTIONALLY DISTURBED ADOLESCENTS. Rehabilitation Counseling Bulletin, 1970, 13(3), 280-287.
Thirty-eight emotionally disturbed adolescent patients in a state mental hospital were randomly assigned to experimental and control groups. Comparison of pretreatment and posttreatment measures revealed that experimentals gained significantly more than controls of awareness of factors in curriculum and occupational choice, verbalization of strengths and weaknesses, awareness of interests and values, and evidence for independence of choice. No significant gains in either group were found on measures of accuracy of self-appraisal or evidence for self-rating. (Author)

(784) Devor, Geraldine M., and Stern, Carolyn. OBJECTS VERSUS PICTURES IN THE INSTRUCTION OF YOUNG CHILDREN. Journal of School Psychology, 1970, 8(2), 77-80.
Children were pretested and assigned to one of three treatments: (1) training with three dimensional manipulanda; (2) the same program except that the instructional materials were line drawings; and (3) a control. On the posttest, both experimental groups were significantly superior to control group. (Author)

(785) Diamond, Florence Rand. THE EFFECTIVENESS OF A CHILDREN'S WORKSHOP IN THE CREATIVE ARTS IN FORWARDING PERSONAL AND INTELLECTUAL DEVELOPMENT. Studies in Art Education, 1969, 11(1), 52-60.
A workshop program sponsored by the Pasadena Art Museum to help overcome cultural handicaps. Results justify the use of creative art in changing the personality and learning patterns of disadvantaged children. (Author/AP)

(786) Dickinson, Donald J. IMPROVING GUIDANCE WITH BEHAVIORAL OBJECTIVES. California Personnel and Guidance Association Journal, 1970, 2(2), 12-16.
Discusses advantages and disadvantages (to the counselor) of stating objectives in terms of observable behavior and the problem of demonstrating that guidance objectives are part of general educational objectives. (Author)

(787) Dimick, Kenneth M.; and Others. TRAINING FOR HUMANNESS: AN APPROACH. Journal of Employment Counseling, 1970, 7(1), 40-43.
Describes a program for helping people based on a philosophy stressing the strengths and value of man. (Author/EK)

(788) Distefano, M. K., Jr.; and Others. CHANGES IN SUCCESS-FAILURE ATTITUDES DURING ADOLESCENCE. Journal of Genetic Psychology, 1970, 116(1), 11-13.
Found through administering of success-failure inventory to 100 adolescents from 7th through 11th grade that success motivation increases and fear of failure decreases during this period. (DR)

(789) DOING THE JOB BETTER. American Vocational Journal, 1970, 45(3), 62-71.
The topics of six speeches presented at the 1969 American Vocational Convention include: (1) a bilingual office occupations project; (2) distributive education in a rural setting; (3) vocational subject mix and on the job training curriculum; (4) integrated shop programs for small high schools; and (5) innovations in industrial arts and home economics. (BC)

(790) Dollar, Robert J. INTERPERSONAL VALUES AND COLLEGE PERSISTENCE. Journal of College Student Personnel, 1970, 11(3), 200-202.
Survey of Interpersonal Values scales did not discriminate between persisters and dropouts when academic aptitude was controlled. (Author)

(791) Domingues, Patricia M. STUDENT PERSONNEL SERVICES FOR INTERNATIONAL STUDENTS. Journal of the National Association of Women Deans and Counselors, 1970, 33(2), 83-87.
Examines literature to determine impact of foreign students on American campuses, reviews essentials necessary for providing effective services for them, speculates on future of advising them within realm of student personnel work. (Author)

(792) Droege, Robert C.; and Others. DEVELOPMENT OF A NONREADING EDITION OF THE GENERAL APTITUDE TEST BATTERY. Measurement and Evaluation in Guidance, 1970, 3(1), 45-53.
The research involved construction of appropriate nonreading tests designed to measure the aptitudes underlying the GATB, a study of the interrelationships of the experimental nonreading tests and the GATB for a sample of high school seniors. (Author)

(793) Dublin, James E.; and Others. SOME PERSONALITY AND APTITUDINAL CORRELATES OF THE "A-B" THERAPIST SCALE. Journal of Consulting and Clinical Psychology, 1969, 33(6), 739-745.
Twelve scales from the Omnibus Personality Inventory and four component scores of the ACT were related to A-B status (short scale derived from male form of SVIB) of undergraduates. Discriminant analysis revealed that the present set of measures significantly discriminated male As from ABs and Bs, and that differences between As and Bs involved the effects of

masculinity-femininity, verbal aptitude, and natural science aptitude measures. Reprints available from James E. Dublin, St. Albans Psychiatric Hospital, Radford, Virginia, 24141. (Author)

(794) Du Bois, Donald M. EVALUATION OF HEALTH SERVICE SYSTEMS WITH SPECIAL EMPHASIS ON COLLEGE HEALTH SERVICES. Journal of American College Health Association, 1970, 18(3), 182-191.
Clarifies concept of evaluation as inherent part of all purposeful activity, briefly analyzes health service processes and constructs evaluative model applicable to health service systems in general. (Author)

(795) Dudley, Gerald, and Ruff, Eldon E. SCHOOL COUNSELOR CERTIFICATION. A STUDY OF CURRENT REQUIREMENTS. School Counselor, 1970, 17(4), 304-311.
Summary of information relating to certification of school counselors in the 50 states and District of Columbia. Tables presented. (Author/EK)

(796) Dugmore, Owen, and Grant, Claude W. EFFECTS OF CLUSTER REGISTRATION OF COLLEGE FRESHMEN. Journal of College Student Personnel, 1970, 11(3), 194-195.
Efforts to create a more congenial atmosphere for entering freshmen through clustering negated their attempts to create their own social atmosphere. They were identifiable, however, through sociometric procedures in courses where clusters were part of total enrollment. (Author)

(797) Dutton, Ruth C. THE LEGAL ASPECTS OF COLLEGE HEALTH NURSING. Journal of American College Health Association, 1970, 18(3), 218-221.
Discusses the profession, emphasizing protective measures nurses can take to guard against legal action by students, including continuing education and malpractice insurance. (CJ)

(798) Dyer, William G.; and Others. A LABORATORY-CONSULTATION MODEL FOR ORGANIZATION CHANGE. Journal of Applied Behavioral Science, 1970, 6(2), 211-227.
This project attempts to optimize both entry methods and transfer activities by a single developmental approach which includes using laboratory training to build a consulting relationship between internal consultants and their operating managers in an industrial organization. Comments by George S. Dillon and James Richard follow. (Author)

(799) Earles, Anne Mae, and Ivery, Vivian R. COLLEGE: THE IMPOSSIBLE DREAM? Journal of the National Association of College Admissions Counselors, 1970, 14(3), 38-40.
Chicago panel members discuss inner city youth and admission. Inferior public school education, lack of parent participation in educational processes, lack of awareness of opportunities and money keep many potential college students from even applying. (CJ)

(800) Eberdt, Mary G. ADAPTING SECULAR POST-GRADUATE EDUCATION IN COUNSELING TO MEET THE NEEDS OF MINISTERS. Counselor Education and Supervision, 1970, 9(2), 122-125.
Discusses need for ministers to learn about group work and enhance their own effectiveness through individual and group therapy. Suggests that institutions can either adapt regular programs to pastoral needs or arrange workshops and seminars. (Author/CJ)

(801) Ehrle, Raymond A. INSTITUTIONAL CHANGE AND INDIVIDUAL CHANGE: INNOVATION AND COUNSELING. Counseling Psychologist, 1969, 1(3), 74-75.
Views counselor's role as aiding persons to change so they may become viable in system which is, itself, changing. (Author)

(802) Ehrle, Raymond A. NEEDED: A PATTERN OF MANPOWER SERVICES FOR EX-PRISONERS. Journal of Employment Counseling, 1970, 7(1), 32-35.
Describes and illustrates a diagnostic evaluation involving: (1) personal characteristics of the criminal; (2) immediate motivation; and (3) essential nature of the crime as a first step for the provision of services for ex-prisoners. (Author/EK)

(803) Eisenberg, Leon. STUDENT UNREST: SOURCES AND CONSEQUENCES. Science, 1970, 167(3926), 1688-1692.
Historically, student unrest in this country started in the 18th century and continued through the 19th. In European countries, the origin and direction of many universities was influenced by student revolutions. Factors affecting student unrest are: (1) prolongation of adolescence; (2) changing concepts of childhood; (3) adolescence and youth; (4) social characteristics of student life. (BR)

(804) Eisenberg, Sheldon., and Delaney, Daniel J. USING VIDEO SIMULATION OF COUNSELING FOR TRAINING COUNSELORS. Journal of Counseling Psychology, 1970, 17(1), 15-19.
Several procedures were compared to test effectiveness of counselor tacting response lead (CTRL) for Ss (trainees in counseling). These were: (1) presentation of a model; (2) systematic reinforcement; (3) a combination of both. The finding was that modeling procedures had the greatest affect on Ss' use of CTRL to clients on video tape. (Author)

(805) Eisenman, Russell, and Schussel, Nancy Robinson. CREATIVITY, BIRTH ORDER, AND PREFERENCE FOR SYMMETRY. Journal of Consulting and Clinical Psychology, 1970, 34(2), 275-280.
Four hundred fifty college students were given three measures of creativity: (1) complexity-simplicity preference; (2) Personal Opinion Survey; and (3) an unusual uses test. The intercorrelation of the creativity measures ranged .45-.83 (p's .001), and a striking birth-order effect was found: later-born males were significantly less creative than firstborn males on all measures. Reprints from Russell Eisenman, Department of Psychology, Temple University, Philadelphia, Pennsylvania, 19122. (Author)

(806) Ellis, Robert A., and Bowlin, Robert L. PARENT-STUDENT ATTITUDES TOWARD OFF-CAMPUS HOUSING. Journal of College Student Personnel, 1970, 11(3), 182-187.
Divergent views by parents and students create problems for administrator who must mediate incompatible demands. Students want further relaxation of campus rules, while parents want them strengthened. These issues contribute to current mood of crises. (CJ)

(807) Elton, Charles F. PERSONALITY OF LOW INCOME MALES: COLLEGE VERSUS NONCOLLEGE. Journal of College Student Personnel, 1970, 11(3), 210-212.
Study results extend conclusions of Berdie and Hood (1966) that personality test scores are relatively unimportant in predicting college attendance. (Author)

(808) Erickson, Clifford G. THE COMMUNITY COLLEGE--KEYSTONE FOR CHANGE. Junior College Journal, 1970, 40(6), 12-15.
Five diagrams illustrate expected trends toward simplified organizational patterns in American institutions of higher education. (MS)

(809) Esty, Geoffrey W. HEALTH EDUCATION IN OUR SCHOOLS AND THE HEALTH MANPOWER SHORTAGE. Journal of School Health, 1970, 40(1), 11-14.
Discusses suggested means to make current health curriculum more relevant, thereby encouraging not only better mental health, but also more interest in health careers. Survey results indicate that lack of administrative interest in health education might stem from low number of physical educators in administrative positions. (CJ)

(810) Eurich, Alvin C. REFORMING AMERICAN EDUCATION. Library College Journal, 1970, 3(1), 11-24.
The need for educational innovation and the potential in new educational technology in higher education are being recognized, although resistance to reevaluating old assumptions is strong. The focus of education should be on the student, and every means for enriching his learning process should be utilized. (JS)

(811) Evans, Rupert N. TRAINING TIME AND PLACEMENT TIME IN VOCATIONAL AND TECHNICAL EDUCATION. American Vocational Journal, 1970, 5(3), 16-18.
Questions the desirability of providing the same length of vocational education programs for able students and slow learners and of graduating students in one class, rather than spacing training programs. (BC)

(812) Evans, Thomas D. RECOMMENDED STUDENT ROLE IN THE UNIVERSITY DECISION-MAKING AT SOUTHERN ILLINOIS UNIVERSITY. College Student Survey, 1970, 4(1), 1-5.
Discusses specifics of commission recommendations on rioting, student rights, student representation, Greek letter groups, faculty improvement, student government and curriculum revision. (CJ)

(813) Farmer, Helen S., and Bohn, Martin J., Jr. HOME-CAREER CONFLICT REDUCTION AND THE LEVEL OF CAREER INTEREST IN WOMEN. Journal of Counseling Psychology, 1970, 17(3), 228-231.
The study was an attempt to reduce home-career conflict experimentally by providing a measure of social sanction for professionally demanding career roles, and to measure the effect of this reduction on home and career interests. Results indicate that regardless of marital status, vocational interest can be raised. Implications for counseling are presented. (Author/CJ)

(814) Faunce, R. W. WHEN IS A COUNSELOR------? Personnel and Guidance Journal, 1970, 48(7), 542-545.
Describes work experience project for low income adults. Counselors had little experience, little training in interviewing or statistics and inadequate supervision. (Author)

(815) Fawcett, John R. BEFORE YOU JUMP. Journal of College Student Personnel, 1970, 11(3), 217.
Very brief discussion of advantages and disadvantages in being a dean of students, as outlined by Hayword Largrove. (CJ)

(816) Feibleman, James K. THE PHILOSOPHY OF ADOLESCENCE. Adolescence, 1969, 4(16), 477-510.
The adolescent goes through various stages of physical and psychological development in the years between puberty and maturity. Finding his rightful place in society and refining his ideas about life are two experiences he undergoes during this period. (CK)

(817) Feinberg, Lawrence B., and Cohen, Julius S. VOCATIONAL REHABILITATION AND THE COMMUNITY ACTION PROGRAM: A STUDY OF CONCEPTS AND MEANINGS. Rehabilitation Counseling Bulletin, 1970, 13(3), 252-260.
The semantic differential technique was used to compare the interpretation which state vocational rehabilitation agency (VR) and Community Action Program (CA) personnel applied to three critical concepts: (1) Vocational Rehabilitation Agency; (2) Community Action Program; and (3) Poor Person. CAP personnel attributed a higher level of desirability to the poor person than did the VR workers. Implications for interagency cooperation are discussed. (Author)

(818) Feinstein, Sherman C. TRAINING ISSUES IN ADOLESCENT PSYCHIATRY. Journal of American College Health Association, 1970, 18(3), 231-233.
Specific training in the cognitive and personality development of adolescents is necessary to produce a comfortable approach to this age group, and should be provided on all levels of medical training. (Author)

(819) Feldhusen, John F., and Starks, David D. BIAS IN COLLEGE STUDENTS' RATINGS OF INSTRUCTORS. College Student Survey, 1970, 4(1), 6-9.
Study results indicate that significant, though low, correlations exist between student attitudes toward courses and their ratings of instructors. It seems reasonable to assume ratings of a course and teacher are chiefly a function of teacher incompetence as perceived by student. (Author)

(820) Feldhusen, John F.; and Others. PREDICTION OF ACADEMIC ACHIEVEMENT WITH DIVERGENT AND CONVERGENT THINKING AND PERSONALITY VARIABLES. Psychology in the Schools, 1970, 7(1), 46-52.
Levels of multiple correlation yielded by the study indicate that academic achievement can be predicted over the period from junior to senior high school. Convergent variables (represented by STEP and SCAT), self ratings and divergent measures of originality are valuable predictor variables. (Author)

(821) Fenby, Barbara Lou. THE PRESCHOOL COOPERATIVE AS A THERAPY FOR MOTHERS. Child Welfare, 1970, 49(2), 108-110.
A useful resource for child care agencies is the cooperative, mother-run preschool, which offers mothers perspective, identity, emotional support and socially approved respite from their children. The association with other mothers has the greatest positive effect. (MH)

(822) Ferguson, Edward T. EDUCATION PROGRAM OF THE 70'S. Balance Sheet, 1970, 51(5), 208-212.
Methodologies are presented for improving distributive education programs through assessment of student's occupational choices, parental aspirations and local manpower needs within the context of national manpower needs and employment opportunities. (CH)

(823) Filogamo, Martin J. TEXARKANA BATTLES DROP-OUT DILEMMA. Elementary English, 1970, 47(2), 305-308.
Describes multimedia learning centers, established with government funding, for which the contractor, Dorsett Educational Systems, will be paid according to the increased learning efficiency of participating students. (RD)

(824) Fischer, Constance T. INTELLIGENCE DEFINED AS EFFECTIVENESS OF APPROACHES. Journal of Consulting and Clinical Psychology, 1969, 33(6), 668-674.
Reviews a definition of intelligence consonant with research findings and current as well as previous conceptions which opens the way to a theoretical and clinically applicable conception. Reprints available from author, Psychology Department, Duquesne University, Pittsburgh, Pennsylvania, 15219. (Author/EK)

(825) Fischer, Constance T. THE TESTEE AS CO-EVALUATOR. Journal of Counseling Psychology, 1970, 17(1), 70-76.
Recommendations arising from the existential position are made for psychological testing: coadvisement (client and tester discuss their perspectives on the testing situation), sharing impressions (about the client), writing everyday language, client's critique of the written evaluation and client's designation of report receivers. (Author)

(826) Fisher, B. Aubrey. DECISION EMERGENCE: PHASES IN GROUP DECISION-MAKING. Speech Monographs, 1970, 37(1), 53-66.
Describes four phases through which small groups' discussions pass in the decision-making process. (RD)

(827) Fletcher, Frank M. COMMENTS ON BEHAVIORAL COUNSELING. Counseling Psychologist, 1970, 1(4), 62-65.
Comments, by an advocate of behavioral techniques, on article by Ray E. Hosford in same issue. (CJ)

(828) Foley, Walter J., and Adams, Harold J. COUNSELOR EDUCATION PROGRAM DEVELOPMENT: A COMMUNICATION-INFORMATION MODEL. Counselor Education and Supervision, 1970, 9(3), 148-156.
The common core concept is presented as the vehicle for developing a more adaptive educational program for the counseling profession. The model is based on the assumption of common elements of role behavior for counselors across agency settings. (Author)

(829) Ford, Loretta C. THE SCHOOL NURSE ROLE--A CHANGING CONCEPT IN PREPARATION AND PRACTICE. Journal of School Health, 1970, 40(1), 21-23.
Personal views on need for change in nurse function from "illness orientation" to "wellness orientation," from stress on the child in school to the child as a member of family and community. (CJ)

(830) Forman, Ian. SEX AND FAMILY LIVING. American Education, 1969, 5(8), 11-13.
In order for teachers to successfully teach sex education to their students, they must receive special training and be willing to cope with the problems that accompany this subject. (CK)

(831) Forness, Steven R. EDUCATIONAL PRESCRIPTION FOR THE SCHOOL PSYCHOLOGIST. Journal of School Psychology, 1970, 8(2), 96-98.
Traditional analysis of school learning or behavior problems does not seem to lead to meaningful educational recommendations. A model for assessment is prescribed wherein individual testing might prove more productive and which ultimately presents the school psychologist as a specialist in education and an observer in situ. (Author)

(832) Fortner, Mildred L. VOCATIONAL CHOICES OF HIGH SCHOOL GIRLS: CAN THEY BE PREDICTED? Vocational Guidance Quarterly, 1970, 18(3), 203-206.
Analysis of predictor variables (intelligence, Sims SCI Occupational Rating Scale, and Family Wage Earners' Occupational Level) used singly or in any combination showed relationship to stated occupational preference beyond 0.001 level of significance. Counseling implications are discussed. (Author/CJ)

(833) Foster, Charles. THE EXPANDING WORLD OF AVA; GUIDANCE DIVISION OF AVA BECOMES A REALITY. American Vocational Journal, 1970, 45(1), 9.
The significance of the establishment of the Guidance Division at the recent American Vocational Association convention in Boston is explained in a statement prepared by the Division's vice president. (JK)

(834) Foulds, Melvin L., and Guinan, James F. ON BECOMING A GROWTH CENTER. Journal of College Student Personnel, 1970, 11(3), 177-181.
Describes several types of "growth groups" established at Bowling Green University in an effort to maximize personal development of interested students and staff. (CJ)

(835) Frank, Austin C., and Kirk, Barbara A. CHARACTERISTICS OF DENTAL HYGIENE STUDENTS. Vocational Guidance Quarterly, 1970, 18(3), 207-211.
Great need for hygienists suggests that counselors bring field to attention of girls of good ability in areas of science, spatial visualization, routine arithmetic. (Author)

(836) Frey, Martin A. STUDENT RIGHTS AND THE BLUEFIELD STATE COLLEGE CASE. Journal of College Student Personnel, 1970, 11(3), 163-166.
Describes incidents leading up to court decision, legal points of consideration, cases previously heard on which current cases are decided. Court participation is determined by verbal expressions of dissent which are peaceful and nondisruptive. (CJ)

(837) Fulton, Gere B. SEX EDUCATION: SOME ISSUES AND ANSWERS. Journal of School Health, 1970, 40(5), 263-267.
Discusses issues raised by irrational extreme groups and suggests need for the schools to work with concerned parents to meet the developmental needs of young people. (CJ)

(838) Gaier, Eugene L., and Watts, William A. CURRENT ATTITUDES AND SOCIALIZATION PATTERNS OF WHITE AND NEGRO STUDENTS ENTERING COLLEGE. Journal of Negro Education, 1969, 38(4), 342-350.
Descriptive study comparing the responses of white and Black college freshmen to a comprehensive battery of measure of biographical information, attitudes, college attendance factors, and career choice. (JM)

(839) Gaither, Gerald; and Others. DIRECTIVES FOR DECISION MAKING: ATTITUDINAL DIVERSITY AMONG BLACK, WHITE AND INTERNATIONAL STUDENTS. Quarterly Review of Higher Education Among Negroes, 1969, 37(4), 195-197.
This study of white, black, and international students at the University of Tennessee showed white and international students to be more global and amorphous in their concern about ethnic needs and goals than black students; and the latter were more humanistic and concerned with specific issues. (KG)

(840) Galbraith, Gary G., and Mosher, Donald L. EFFECTS OF SEX GUILT AND SEXUAL STIMULATION ON THE RECALL OF WORD ASSOCIATIONS. Journal of Consulting and Clinical Psychology, 1970, 34(1), 67-71.
Free associations to double-entendre sexual and asexual words were elicited from college males under conditions of sexual stimulations and no stimulation (control). Results indicated significant interaction between stimulation and guilt and sexuality-asexuality of words might be factor in recall errors of high and low sex guilt Ss. (Author)

(841) Gallessich, June. AN INVESTIGATION OF CORRELATES OF ACADEMIC SUCCESS OF FRESHMEN ENGINEERING STUDENTS. Journal of Counseling Psychology, 1970, 17(2), 173-176.
Subjects were 164 respondents to a letter sent to 210 randomly selected students. Using multiple linear regression analysis, 81 predictive variables generated from a battery of instruments (a biographical information form, Edwards Personal Preference Schedule, Student Opinion Scale and Survey of Study Habits and Attitudes) accounted for more than half the variance in academic performance. (Author)

(842) Galper, Jeffry. NONVERBAL COMMUNICATION EXERCISES IN GROUPS. Social Work, 1970, 15(2), 71-77.
Presents technique of nonverbal exercises, discusses how such exercises can help groups deal with problems of task achievement and presents case examples that demonstrate the application of the exercises to community organization and group work practice. (Author)

(843) Gard, Robert R. A REALISTIC LOOK AT THE FLEXIBLE SCHEDULE. Clearing House, 1970, 44(7), 415-419.
Flexible scheduling can cause a lot of problems in that no pressure is exerted on students to attend classes and those students who do not use their independence wisely will suffer academically. (CK)

(844) Garner, William Chadwick. THE CRISIS INTERVENTION TECHNIQUE WITH POTENTIAL COLLEGE DROPOUTS. Personnel and Guidance Journal, 1970, 48(7), 552-560.
A controlled experiment using students ranked in lower 40 percent of their secondary school graduating class showed that the use of the crisis intervention technique was effective in reducing numbers of dropouts and in improving the academic performance of the experimental group. Case studies are presented and the results of a follow-up study are reported. (Author/EK)

(845) Garrison, Dorothy Joan. A TEACHER AIDE AND CHILD CARE PROGRAM. Today's Education, 1970, 59(2), 32.
A program designed to provide intensive work experience for high school students who are interested in teaching or in less formal work with children is described. (DB)

(846) Garza, Joseph M. RACE, THE ACHIEVEMENT SYNDROME, AND PERCEPTION OF OPPORTUNITY. Phylon, 1969, 30(4), 338-354.
Analyzes the relation between the mother's perception of opportunity on the one hand, and the child's achievement motivation, achievement value orientations, and educational and occupational aspirations on the other. Relates this to the difference in extent to which white mothers and Negro mothers emphasize training for achievement in their children. (RJ)

(847) Gehring, Donald D. PREDICTION OF ROOMMATE COMPATIBILITY. Journal of College Student Personnel, 1970, 11(1), 58-61.
Uses variables, inferred from previous studies to be successful predictors, to determine if pairs matched on basis of such variables would be more compatible than those randomly assigned. Indications are that variables, although possibly necessary for compatibility, are not sufficient determinants. (Author/CJ)

(848) Gelso, Charles J. TWO DIFFERENT WORLDS: A PARADOX IN COUNSELING AND PSYCHOTHERAPY. Journal of Counseling Psychology, 1970, 17(3), 271-277.
A basic paradox is proposed: both freedom and determinism are seen as valid models although they are basically contradictory. Whether or not freedom or determinism is valid depends upon the source of information the person is using at that time. Implications of the paradox for counseling practices are discussed. (Author)

(849) Gibbons, Helen. A PRESCHOOL VISION SCREENING DEMONSTRATION PROJECT. Journal of School Health, 1970, 40(2), 76-77.
Describes program committed to early identification of children in low incidence areas of exceptionality and development of specialized services for them. Focus here is on visual screening. (Author/CJ)

(850) Giebink, John W., and Ringness, Thomas A. ON THE RELEVANCY OF TRAINING IN SCHOOL PSYCHOLOGY. Journal of School Psychology, 1970, 8(1), 43-47.
Results of a limited survey of practicing school psychologists suggest a need for greater emphasis on remedial and behavior change techniques in school psychology training programs. Opportunities for specialization and common core experiences should be provided for students in school psychology. (Author)

(851) Gilbert, Jeanne G. GROUP GUIDANCE, COUNSELING, AND PSYCHOTHERAPY. National Catholic Guidance Conference Journal, 1970, 14(3), 162-165.
Briefly defines purpose of each type of group function. (CJ)

(852) Gillespie, Margaret. THE PERCEPTUAL ASPECTS OF SPECIAL EDUCATION. National Catholic Guidance Conference Journal, 1970, 14(3), 179-182.
Discusses importance of creating positive self image by provision of tasks with realistic goals where child is assured of success and recognition. (Author/CJ)

(853) Gladstein, Gerald A. IN-SERVICE EDUCATION OF COUNSELING SUPERVISORS. Counselor Education and Supervision, 1970, 9(3), 183-187.
Describes a program in which group leaders helped members deal with existing concerns. Reaction by supervisors was very positive. (CJ)

(854) Globetti, Gerald, and Harrison, Danny E. ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD ALCOHOL EDUCATION. Journal of School Health, 1970, 40(1), 36-39.
Survey results indicate student desire to know more about alcohol and alcoholism, from reliable source. Roadblocks to implementation are: (1) community attitudes; (2) lack of time, qualified teachers and materials; and (3) conflict over what should be taught, and how. (CJ)

(855) Glueck, William F. CHOICE OF BUSINESS VOCATION AND THE TRANSFER PROBLEM. Vocational Guidance Quarterly, 1970, 18(3), 212-217.
Difference in transfer policy suggests need for careful counseling of students and job applicants so they will know what company attitudes are, prior to making employment plans. (CJ)

(856) Gnagey, Tom. THE MYTH OF UNDERACHIEVEMENT. Education Digest, 1970, 35(7), 49-52.
Many children do poorly in school because of emotional and other problems. A thorough analysis of the child's problems should be made, and an effort should be exerted to help him accept himself and to feel important. After these steps have been taken, both teachers and parents must accept the child's achievement level as adequate for him. (CK)

(857) Goldin, Paul. THE SCHOOL AS RESISTANT PATIENT: A MODEL FOR THE PARTICIPATION OF MENTAL HEALTH PROFESSIONALS IN REDUCING RACIAL AND ETHNIC TENSIONS. Psychology in the Schools, 1970, 7(2), 146-152.
Discusses introduction of mental health volunteers into an urban junior high school, for purposes of alleviating tensions. Describes problems they encountered and ways in which they attempted to deal with those problems. Provides rationale for methods employed and objectives for initial phase of project. (Author)

(858) Good, Thomas L., and Brophy, Jere E. TEACHER-CHILD DYADIC INTERACTIONS: A NEW METHOD OF CLASSROOM OBSERVATION. Journal of School Psychology, 1970, 8(2), 131-137.
The paper explicates the rationale underlying the coding system, describes the classroom interaction variables subsumed within it, and discusses the special research and consultative advantages offered by this system. (Author)

(859) Gordon, Edmund W.; and Others. HOW RELEVANT IS THE TRAINING OF COUNSELORS? Journal of the National Association of College Admissions Counselors, 1970, 14(3), 15-19.
Panel presentation by Edmund W. Gordon, Earl Stahl and Anthony Riccio, which discusses lack of behavior training for counselors. Indications are that, regardless of counselor sensitivity and genuineness, he does not do effective job communicating with school staff or low class students, particularly in area of college campus environment information, unless he is from the lower class himself. (CJ)

(860) Gordon, Ira J. SELF HELP APPROACH: PARENTS AS TEACHERS. Compact, 1969, 3(6), 32-35.
A Parent Education Program is developed in which a paraprofessional person teaches mothers a set of specific activities to enhance the intellectual and personal development of the child. (MF)

(861) Gough, Harrison G., and Kirk, Barbara A. ACHIEVEMENT IN DENTAL SCHOOL AS RELATED TO PERSONALITY AND APTITUDE VARIABLES. Measurement and Evaluation in Guidance, 1970, 2(4), 225-233.
Attempts to predict performance in dental school from individual scales of the California Psychological Inventory (CPI) have yielded equivocal results. A five scale regression equation to predict grades and faculty ratings suggested implications of dependability, conscientiousness, and perserverance at one pole and impulsiveness, carelessness, and immaturity at the other. (Author)

(862) Grace, Harry A. A SYSTEMS APPROACH TO EMPLOYMENT AFTER ORTHOPEDIC REHABILITATION. Rehabilitation Counseling Bulletin, 1970, 13(3), 261-270.
This study was designed to determine how employers viewed orthopedically handicapped persons as prospective workers. Data indicated significant differences in employers' views toward both limitations and modifications, which could be attributed to the size and purpose of their firms and their experience with disabled employees. The data were used to generate strategies for employment, placement and vocational rehabilitation. (Author)

(863) Graff, Robert W., and Cooley, Gary R. ADJUSTMENT OF COMMUTER AND RESIDENT STUDENTS. Journal of College Student Personnel, 1970, 11(1), 54-56.
Examines adjustment factors using College Inventory of Academic Adjustment (Borow, 1951). Results show significant differences in areas of mental health, curricular goals, aspiration, indicating justification for special programs to assist commuter students. Supports previous findings by Stark (1965) and Drasgow (1958). (CJ)

(864) Graff, Robert W., and Maclean, G. Donald. EVALUATING EDUCATIONAL-VOCATIONAL COUNSELING: A MODEL FOR CHANGE. Personnel and Guidance Journal, 1970, 48(7), 568-574.
Majority of clients counseled by advanced trainees or doctorate level staff viewed counseling experience positively while many clients of beginning practicum students viewed their counseling negatively. Findings suggest weaknesses in vocational counseling facilities, counselors' skills, and in training beginning practicum students. (Author)

(865) Grafton, Clive L. FOREIGN STUDENT PATTERNS IN AMERICAN COMMUNITY COLLEGES. Junior College Journal, 1970, 40(6), 32-33.
Increased admissions of foreign students would require junior

colleges to expand their practices in financial aid, language training, and advisement. (MS)

(866) Granbois, Donald H., and Willett, Ronald P. EQUIVALENCE OF FAMILY ROLE MEASURES BASED ON HUSBAND AND WIFE DATA. Journal of Marriage and the Family, 1970, 32(1), 68-72.
Analysis of responses of 167 husbands and wives to the Blood and Wolfe family decision and job performance instrument revealed similar distributions of the two sets of responses, but substantial discrepancies between spouses which appeared to be randomly distributed and offsetting, suggesting that they may be caused by perceptual differences rather than systematic bias. (Author)

(867) Grede, John F. TRENDS IN OCCUPATIONAL EDUCATION: ILLINOIS. Junior College Journal, 1970, 40(7), 20-26.
Plans for new occupational programs in Illinois junior colleges are enumerated and analyzed. Suggestions are given for the expansion and coordination of the programs. (MS)

(868) Greenberg, Marvin. MUSICAL ACHIEVEMENT AND THE SELF-CONCEPT. Journal of Research in Music Education, 1970, 18(1), 57-64.
The hypothesis that out-of-tune singing and musical underachievement are the result of a low self-concept is tested. (DB)

(869) Grieger, Russell M. II. BEHAVIOR MODIFICATION WITH A TOTAL CLASS: A CASE REPORT. Journal of School Psychology, 1970, 8(2), 103-106.
Teachers used a combination social, object, and token reward system to reduce hitting by 82 percent, spraying noises by 94 percent, name calling by 91 percent, and calling out by 99 percent. There was no evidence of "symptom substitution;" positive effects on class work and achievement were noted. (Author)

(870) Griffin, Mary H., and Donnan, Hugh. EFFECT OF A SUMMER PRE-COLLEGE COUNSELING PROGRAM. Journal of College Student Personnel, 1970, 11(1), 71-72.
Results of comparing freshmen who had pre-college counseling with those who did not indicate no significant differences during freshman year. (CJ)

(871) Gross, Dorothy W. ON SEPARATION AND SCHOOL ENTRANCE. Childhood Education, 1970, 46(5), 250-253.
Suggests how parents and teachers can work together to help children deal with the traumas of separation upon school entrance. (NH)

(872) Guerney, Bernard G., Jr., and Flumen, Audrey Bach. TEACHERS AS PSYCHOTHERAPEUTIC AGENTS FOR WITHDRAWN CHILDREN. Journal of School Psychology, 1970, 8(2), 107-112.
Following 14 weeks of therapy conducted by volunteer teachers, experimental subjects showed a statistically significant rise in assertiveness, particularly with their peers. The correlation between the teacher's role performance and degree of child's improvement suggests that this technique was instrumental in change. (Author/CJ)

(873) Guinan, James F., and Foulds, Melvin L. MARATHON GROUP: FACILITATOR OF PERSONAL GROWTH? Journal of Counseling Psychology, 1970, 17(2), 145-149.
This is a report of changes on scales of the Personal Orientation Inventory following a marathon experience. Pretest and posttest results indicated changes in scores of an experimental group on these scales: (1) inner direction; (2) existentiality; (3) feeling reactivity; (4) spontaneity; (5) self acceptance; (6) acceptance of agression; (7) capacity for intimate contact. There were no changes for a control group. (Author)

(874) Gurman, Alan S. THE ROLE OF THE FAMILY IN UNDERACHIEVEMENT. Journal of School Psychology, 1970, 8(1), 48-52.
A description of family interaction patterns as provided by 13 underachieving male high school sophomores and their parents was the basis for five propositions regarding the role of the family in the facilitation of underachievement. New directions for research were suggested and recommendations for the counseling of high school underachievers were advanced. (Author)

(875) Gust, Tim. EXTENDING COUNSELOR SUPERVISION. Counselor Education and Supervision, 1970, 9(3), 157-160.
Proposes that supervision of the counselor trainee be extended into the trainee's first employment setting following completion of his master's degree program. This extension would be of benefit to the counselor training program, the counselor trainee and the local school or agency. (Author)

(876) Haase, Richard F. THE RELATIONSHIP OF SEX AND INSTRUCTIONAL SET TO THE REGULATION OF INTERPERSONAL INTERACTION DISTANCE IN A COUNSELING ANALOGUE. Journal of Counseling Psychology, 1970, 17(3), 233-236.
Male and female students were given either a personal or an academic set and asked to offer reactions, via a Semantic Differential, to interaction settings differing only in the distance separating participants. Results showed that students see the closer interaction distances as most appropriate. No sex differences were found. Implications for counseling and the spatial environment as a factor in counseling interaction were discussed. (Author)

(877) Hadley, John M.; and Others. AN EXPERIMENT IN THE EDUCATION OF THE PREPROFESSIONAL MENTAL HEALTH WORKER: THE PURDUE PROGRAM. Community Mental Health Journal, 1970, 6(1), 40-50.
The background, rationale, objectives, present status and other relevant parameters of this pilot project are reviewed. The implications of the impact of this type of worker upon mental health theory and practice are discussed as are certain constraints and problems encountered. (Author)

(878) Hall, Jay, and Williams, Martha S. GROUP DYNAMICS TRAINING AND IMPROVED DECISION MAKING. Journal of Applied Behavioral Science, 1970, 6(1), 39-66.
Comparisons between trained and untrained groups with respect to their performance on the 12 Angry Men decision-making task indicated that trained groups consistently performed more effectively than untrained on measures of decision quality, utilization of superior resources and creativity. (Author)

(879) Hall, Julian; and Others. DELIVERING MENTAL HEALTH SERVICES TO THE URBAN POOR. Social Work, 1970, 15(2), 35-39.
Case analysis of 426 depressed patients who came into contact

with mental health centers showed that patients from low income inner city areas had a significantly higher rate of suicidal attempts and were more severely ill on admission than their middle and upperclass counterparts in suburban, small urban and rural areas. Strengthening of neighborhood-based services is suggested. (Author)

(880) Halverson, Charles F., Jr. INTERPERSONAL PERCEPTION: COGNITIVE COMPLEXITY AND TRAIT IMPLICATION. Journal of Consulting and Clinical Psychology, 1970, 34(1), 86-89.
Demonstrates that evaluative connotations of personality characteristics have more persuasive effect on interpersonal judgment for persons low in cognitive complexity than for cognitively complex persons. Stresses need for conceptualizing interpersonal judgment as function of interaction between cognitive complexity and evaluative requirements of task. (Author)

(881) Hanna, Gerald S. INFLUENCE OF DIRECTIONS REGARDING GUESSING ON VALIDITY. Measurement and Evaluation in Guidance, 1970, 3(1), 35-40.
The validity concomitants of four sets of directions regarding guessing were investigated. The most valid procedures were testing with directions indicating or implying use of a scoring formula and scoring by means of conventional or multiple regression formulas. (Author)

(882) Hanna, Gerald S.; and Others. STUDENT-REPORTED GRADES AS PREDICTORS. Personnel and Guidance Journal, 1970, 48(6), 465-468.
Student-reported grades were as valid as school-reported grades in predicting criteria of algebra success, but were less valid in predicting geometry success. Concludes that student-reported grades may be used. (Author)

(883) Harkness, Charles A. BEGINNING SALARIES AND REALITY. Journal of College Placement, 1970, 30(3), 48-56.
Interpretative look at the marketplace, along with related statistics on economic conditions and their relationship to college graduates entering industry. (Author/CJ)

(884) Harkness, Charles A. THE VOCATIONAL ASPIRATIONS OF THE DISADVANTAGED AMERICAN GIRL. Journal of Employment Counseling, 1970, 7(1), 19-25.
Concerned with aspiration and level of aspiration of 415 girls from Job Corps Center. Both educational and ethnic considerations are to be given in counseling disadvantaged youth. Expresses paucity of professional material devoted to vocational counseling of less than a college prepared person. (Author)

(885) Harmon, Lenore W. ANATOMY OF CAREER COMMITMENT IN WOMEN. Journal of Counseling Psychology, 1970, 17(1), 77-80.
Ten to 14 years after college entrance, subjects were asked what their "usual career" was. Those who listed one were called "career committed"; those who listed none were called "non-committed." Differences between the two groups were found, but none of them offered a basis for predicting career commitment before women begin programs of high education. (Author)

(886) Harris, Joann. CAN COMPUTERS COUNSEL? Vocational Guidance Quarterly, 1970, 18(3), 162-164.
Describes Computerized Vocational Information System (CVIS) at Willowbrook High School, Villa Park, Illinois. (CJ)

(887) Harris, Sandra, and Masling, Joseph. EXAMINER SEX, SUBJECT SEX, AND RORSCHACH PRODUCTIVITY. Journal of Consulting and Clinical Psychology, 1970, 34(1), 60-62.
Investigates number of Rorschach responses given by male and female Ss to male and female Es. Results reveal male E-female S situation produces unique results. (EK)

(888) Harrison, Roger. CHOOSING THE DEPTH OF ORGANIZATIONAL INTERVENTION. Journal of Applied Behavior Science, 1970, 6(2), 181-202.
A case is presented for a radical shift of consultant orientation in the direction of accepting a client's felt needs and presented problems as being real and of working on them at a level where the client can serve as a competent and willing collaborator. (Author)

(889) Hart, Darrell H., and Price, Donald J. ROLE CONFLICT FOR SCHOOL COUNSELORS: TRAINING VERSUS JOB DEMANDS. Personnel and Guidance Journal, 1970, 48(5), 374-379.
Principals' expectations on six counselor role dimensions were compared with ideal counselor roles as seen by counselor educators. Disagreement was found between principals and counselor educators on the role of the counselor in situations involving clerical tasks, confidentiality, personal-emotional counseling and nonrelated counseling functions. All principals differed markedly from the ideal role as viewed by counselor educators. (Author)

(890) Hartman, Evelyn E. INVOLVEMENT OF A MATERNITY AND INFANT CARE PROJECT IN A PREGNANT SCHOOL GIRL PROGRAM IN MINNEAPOLIS, MINNESOTA. Journal of School Health, 1970, 40(5), 224-227.
Describes program, housed in a public school building, which provides social health services, transportation, hot lunches, and a professional staff including a part-time nurse. (CJ)

(891) Hascall, Edward O. CAMPUS UNREST: WORLDWIDE CHALLENGE FOR STUDENT AFFAIRS. Personnel and Guidance Journal, 1970, 48(8), 619-628.
Many students are particularly upset that universities, while often failing to provide an educational program and climate that is relevant and personal, also seem to be collaborating with those forces in society which create and perpetuate the ills. Student personnel workers are urged to review their services in light of the protest and to help their institutions heal themselves and provide responsible leadership in the larger society. (Author)

(892) Hauser, Robert M. CONTEXT AND CONSEX: A CAUTIONARY TALE. American Journal of Sociology, 1970, 75(4), 645-664.
A study of the consequences of variation in the sex ratio of high-school populations in relation to educational aspirations is discussed. (DB)

(893) Haverkamp, Leona J. BRAIN-INJURED CHILDREN AND THE SCHOOL NURSE. Journal of School Health, 1970, 40(5), 228-235.
Describes recognizable characteristics of impairment and

suggests ways in which nurse can be effective member of an interdisciplinary team as an observer, drug manager, resource person and home visitor. (CJ)

(894) Hawk, John. LINEARITY OF CRITERION--GATB APTITUDE RELATIONSHIPS. Measurement and Evaluation in Guidance, 1970, 2(4), 249-251.
An examination was made of a large number of GATB validation studies to determine the frequency of nonlinear relationships. The number of significantly nonlinear relationships fell very close to the chance level; about 5 percent were significant at the .05 level and 1 percent were significant at the .01 level (Author)

(895) Hays, Donald G. THE FOUR C'S OF ACTION. School Counselor, 1970, 17(4), 292-295.
Discusses forces of ASCA action: (1) counselors must band together; (2) communication must take place; (3) coordinate activities to reach goals; and (4) support of relevant others concerned with young people. (Author/EK)

(896) Heath, B. R. G. NEEDED A PROFESSIONAL IDENTITY: ACES OR JOKERS? Counselor Education and Supervision, 1970, 9(2), 126-130.
Dissipation of identity, institutional restraints, lead to incompetence in practice and belief by others that counseling is ineffective. Suggestions are offered for alleviation of problem. (Author)

(897) Hecht, Edward. GUIDANCE PROGRAM FOR A GHETTO SCHOOL. Personnel and Guidance Journal, 1970, 48(9), 731-738.
High school students from the ghetto have special problems that need more attention than mere talk. To help students find solutions to problems, a new guidance program is suggested for the ghetto school. The Center for Personal Advancement, now in effect at a Philadelphia high school, is offered as one example. (Author)

(898) Hedlund, Dalva E., and Jones, J. Terry. EFFECT OF STUDENT PERSONNEL SERVICES ON COMPLETION RATE IN TWO-YEAR COLLEGES. Journal of College Student Personnel, 1970, 11(3), 196-199.
Although data may be limited due to types of questionnaires employed (self reporting), it appears that favorable counselor-client ratios are related to favorable rates of completion. Need for study on evening students is indicated. (Author)

(899) Hedquist, Francis J., and Weinhold, Barry K. BEHAVIORAL GROUP COUNSELING WITH SOCIALLY ANXIOUS AND UNASSERTIVE COLLEGE STUDENTS. Journal of Counseling Psychology, 1970, 17(3), 237-242.
Compared effectiveness of two counseling approaches in increasing the frequency of verbal assertive responses. A homogeneous sample of students was divided into matched pairs and randomly assigned to the social learning and behavior rehearsal treatments and to a control group. Results indicated that the treatment groups produced significantly more verbal assertive responses than did the control group. (Author)

(900) Heller, Peter L. FAMILISM SCALE A MEASURE OF FAMILY SOLIDARITY. Journal of Marriage and the Family, 1970, 32(1), 73-79.
A scale is developed by employing a form of item analysis called trace line analysis. Statistically significant associations with variables expected to be related to familism support the validity of the scale. (Author)

(901) Herbert, John. DIRECT OBSERVATION AS A RESEARCH TECHNIQUE. Psychology in the Schools, 1970, 7(2), 127-137.
Discusses problems of using observation techniques in hope of instigating a more general re-examination of the potentialities of observation as an instrument of educational research. (Author)

(902) Herr, Audrey, and Tobias, Sigmund. ACHIEVEMENT VIA PROGRAMED INSTRUCTION AND SOCIOECONOMIC STATUS. Psychology in the Schools, 1970, 7(1), 53-56.
Explores background and cognitive development of low SES pupils to determine whether programed materials actually raise their achievement above levels anticipated from their academic retardation. Results do not support this contention, and a more elaborate study is suggested. (CJ)

(903) Herr, Edwin L. REACTION TO BEHAVIORAL COUNSELING: A CONTEMPORARY OVERVIEW. Counseling Psychologist, 1970, 1(4), 65-68.
Comments on article by Ray E. Hosford in same issue. (CJ)

(904) Hersen, Michel. BEHAVIOR MODIFICATION APPROACH TO A SCHOOL-PHOBIA CASE. Journal of Clinical Psychology, 1970, 26(1), 128-132.
Case study of 12-1/2 year old white male revealed: (1) deviant behaviors are learned and reinforced by parents and significant others; (2) using parents and others leads to extinction of pathological behavior; (3) resistance to direction in therapy can be dealt with positively; and (4) child should be included in treatment process. (Author)

(905) Hicks, J. B. ALL'S CALM IN THE CROW'S NEST. American Education, 1969, 5(8), 9-10.
The first year of a high school dropout prevention program upgraded the academic achievement of its participants and markedly improved their classroom behavior. (CK)

(906) Higgins, William H.; and Others. MEDIA THERAPY: A PROGRAMMED APPROACH TO TEACHING BEHAVIORAL SKILLS. Journal of Counseling Psychology, 1970, 17(1), 20-26.
Three approaches were used to teach these skills: (1) full treatment (media therapy); (2) programmed text and video models only; and (3) reading material only. The full treatment group showed the most improvement in amount of direct, mutual communication followed by the programmed group. (Author)

(907) Hill, George E. DOCTORAL PREPARATION IN THE FIELD OF ELEMENTARY SCHOOL GUIDANCE. Elementary School Guidance and Counseling, 1970, 4(3), 197-202.
Discusses need for improving and increasing doctoral programs. Only 21 universities offer program. Suggestions are: (1) better prepared counselor educators; (2) interdisciplinary approach; (3) internships; (4) financial assistance; (5) use of practitioners and school setting for training; and (6) more research. (Author/EK)

(908) Hinds, William C., and Roehlke, Helen J. A LEARNING THEORY APPROACH TO GROUP COUNSELING WITH ELEMENTARY SCHOOL CHILDREN. Journal of Counseling Psychology, 1970, 17(1), 49-55.
Counseling involved the systematic use of positive reinforcement to shape each child's behavior toward adaptive responses and negative reinforcement to extinguish interfering responses. Results indicated significant changes in adaptive and interfering behaviors occurred within the counseling situation. Adaptive behaviors increased and interfering behaviors decreased. Transfer affect from behaviors in counseling to classroom behaviors occurred. (Author)

(909) Hodge, James L. COOPERATIVE OFFICE EDUCATION AND THE DISADVANTAGED STUDENT. Journal of Business Education, 1969, 45(3), 103-104.
Cooperative office education students with disadvantaged backgrounds remained in school longer, performed better in school, raised their level of aspiration, and improved employment opportunities for minority groups when compared to disadvantaged students not enrolled in cooperative education. (DM)

(910) Hodges, Allen, and Mahoney, Stanley C. EXPECTATIONS FOR THE COMPREHENSIVE MENTAL HEALTH CENTER: THE COMMUNITY. Community Mental Health, 1970, 6(1), 75-77.
In his efforts to obtain community commitment, the mental health professional must be aware that idiosyncratic expectancies of what the center will accomplish are held by the sponsoring agencies. (Author)

(911) Hodgkins, Benjamin J., and Stakenas, Robert G. A STUDY OF SELF-CONCEPTS OF NEGRO AND WHITE YOUTH IN SEGREGATED ENVIRONMENTS. Journal of Negro Education, 1969, 38(4), 370-377.
Analysis of self-concept measures on segregated Black and white subjects of high school and college age reveals no significant differences when social status is controlled. (JM)

(912) Hoffnung, Robert T., and Mills, Robert B. SITUATIONAL GROUP COUNSELING WITH DISADVANTAGED YOUTH. Personnel and Guidance Journal, 1970, 48(6), 458-464.
Male adolescents in job training program were provided 14 weeks of on-the-job situational group counseling (SGC), supplementing casework. Interdisciplinary teams of leaders met with work-training crews for discussions. Trainees meeting twice weekly showed greater improvement in job performance and adjustment than others. (Author)

(913) Holcomb, James R. KEYSORT: ANOTHER APPLICATION IN CAMPUS DATA PROCESSING. Journal of College Placement, 1970, 30(4), 55-60.
The article describes how institutions with modest funds can use less complex information retrieval techniques to aid in counseling and placement of college students. (Author)

(914) Hollender, John W., and Schalon, Charles L. PERSONALITY TEST DIFFERENCES BETWEEN VOCATIONAL-EDUCATIONAL AND PERSONAL ADJUSTMENT COUNSELING CLIENTS. Measurement and Evaluation in Guidance, 1970, 2(4), 199-204.
College students requesting counseling were tested with the MMPI and the Need Scales of the Adjective Check List (ACL). Personality interpretations of the results for use in detecting personal problems in students who apply for vocational or educational (VE) counseling are presented and discussed. (Author)

(915) Holmes, Mary E.; and Others. A NEW APPROACH TO EDUCATIONAL SERVICES FOR THE PREGNANT STUDENT. Journal of School Health, 1970, 40(4), 168-172.
Describes opening of special school whose objective is to provide uninterrupted education for pregnant students. Not only does this school reduce load on homebound instruction, but it also provides link between it and reincorporation into school system. (Author)

(916) Holtzman, Wayne H.; and Others. EFFECTS OF STIMULUS VARIATION ON RESPONSES TO THE GROUP VERSION OF THE HOLTZMAN INKBLOT TECHNIQUE. Journal of Consulting and Clinical Psychology, 1970, 34(1), 64-66.
Two groups of 40 undergraduates given different series of Holtzman Inkblot Technique (HIT) slides showed no significant differences for HIT scores Color and Shading between normal and altered slides. (Author/EK)

(917) Honn, Keith A. THE ROLE OF THE GUIDANCE COUNSELOR. Illinois Teacher for Contemporary Roles, 1970, 13(3), 151-153.
The guidance concerned with vocational education is involved with many different groups in the school and community. (BC)

(918) Hopper, Gordon; and Others. RATINGS BY COUNSELORS WITHOUT TEACHING EXPERIENCE AND THEIR PRINCIPALS REGARDING PERFORMANCE OF GUIDANCE FUNCTIONS. Counselor Education and Supervision, 1970, 9(2), 99-105.
Comparative ratings are discussed in areas of: (1) acceptance by other school personnel, parents and students; and (2) understandings of school procedures and ability to perform guidance activities. (Author/CJ)

(919) Hoppock, Robert; and Others. SOME LOCAL NORMS FOR STUDENT RATINGS OF COUNSELOR EDUCATORS. New York State Personnel and Guidance Journal, 1970, 5(1), 34-35.
Brief presentation of questions put to students in the Department of Counselor Education, New York University, regarding their opinions of teachers. Included are the range of scores obtained. (CJ)

(920) Horowitz, Irving Louis. THE BRAVE NEW WORLD OF CAMPUS PSYCHIATRY. Change in Higher Education, 1970, 2(1), 47-52.
The article deals with the use of psychiatry as a disciplinary and controlling agent in the case of dissident students. Campus psychiatry is associated with administrative techniques of control, rather than with the exploration and liberation of the private person. (AD)

(921) Horton, Margaret, and Kriauciunas, Romualdas. MINNESOTA MULTIPHASIC PERSONALITY INVENTORY DIFFERENCES BETWEEN TERMINATORS AND CONTINUERS IN YOUTH COUNSELING. Journal of Counseling Psychology, 1970, 17(2), 98-101.
Thirty-two terminators and 28 continuers in personal counseling were compared on three measures derived from pre-

counseling Minnesota Multiphasic Personality Inventory (MMPI) data. It was concluded that poor adolescent prospects for counseling are those characterized by marked rebellion toward authority. (Author)

(922) Hosford, Ray E. BEHAVIORAL COUNSELING--A CONTEMPORARY OVERVIEW. Counseling Psychologist, 1970, 1(4), 1-27.
Extensive review of the literature suggests that modeling procedures are effective means of changing behavior, not only with one client but with a group. School counselors, in particular, need to be aware of the negative effect of various grouping policies and should expose behavior problem clients to socially acceptable models. Followed by series of comments. (Author/CJ)

(923) Hosford, Ray E. SOME REACTIONS AND COMMENTS. Counseling Psychologist, 1970, 1(4), 89-95.
A rejoinder to 12 comments on article written by same author in same issue. (CJ)

(924) Hountras, Peter T., and Pederson, Lawrence M. SELF-CONCEPT OF FRATERNITY MEMBERS AND INDEPENDENTS. Journal of College Student Personnel, 1970, 11(1), 46-49.
The Bills Index of Adjustment and Values, administered to four groups of freshmen and senior affiliates and non-affiliates, shows indications that students develop enhanced self concept during affiliation on campus between freshman and senior year. Data tables included. (CJ)

(925) Houston, Samuel H., and Strohmeyer, Eric. A STUDY OF THE VALIDITY OF THE GRE BATTERY IN PREDICTING FOUR CRITERIA OF SUCCESS IN DOCTORAL DEGREE PROGRAMS. Journal of the Student Personnel Association for Teacher Education, 1970, 8(3), 90-96.
Predictor variables included two Graduate Record Examination (GRE) aptitude scores, three GRE area scores, plus the GRE advanced education score. Criterion variables included: (1) grade point average; (2) graduation versus dismissal from program; (3) normative judgment analysis (JAN) rating; and (4) ipsative JAN rating. Except for normative JAN criterion, multiple correlation coefficients were all statistically significant though weak from predictive viewpoint. (Author)

(926) Hovey, Marcia. A DOUGHTY LADY TURNS 50. Manpower, 1970, 2(3), 14-18.
Reviews history and accomplishments of the Women's Bureau on its fiftieth anniversary. New directions point to work with disadvantaged women, relationship with schools and counselors. (CJ)

(927) Howard, Kenneth I.; and Others. THERAPIST ORIENTATION AND PATIENT EXPERIENCE IN PSYCHOTHERAPY. Journal of Counseling Psychology, 1970, 17(3), 263-270.
Little relationship was found between measures of therapist orientation and patient experience for the total sample. However, when patients were separated into more homogeneous diagnostic groups, some significant relationships emerged. The element of therapist orientation which had most impact on patient experience was therapists' acknowledgement of counter-transference potentials. (Author)

(928) Howsam, Robert. INNOVATION OR FADDISM. Journal of the National Association of College Admissions Counselors, 1970, 14(3), 41-43.
Changes wrought by technology create need for adaptive changes in social and educational areas, but these changes must come about through long term systematic planning, rather than through short term piecemeal faddism. (CJ)

(929) Hoyt, Kenneth B. THE IMAGE GAP IN VO-ED COUNSELING--ITS CAUSES AND CORRECTION. School Shop, 1970, 29(6), 41-43.
Five negative perceptions which counselors hold of vocational education, nine ideal perceptions which are entirely consistent with the goals and objectives of the guidance movement itself, and four concrete steps to be taken by vocational educators to create a positive image for vocational education are expressed in this article. (GR)

(930) Hudesman, John. PREDICTIVE VALIDITY OF THE STRONG VOCATIONAL INTEREST BLANK APPLIED TO ACCOUNTING STUDENTS IN AN URBAN TWO-YEAR COLLEGE. Journal of Counseling Psychology, 1970, 17(1), 67-69.
A panel of counselors judged accounting-relevant categories on the Strong Vocational Interest Blank. This grouping was found to differentiate accounting graduates and nongraduates. Possible relevant factors are considered. (Author)

(931) Humes, Charles W., Jr., and Kennedy, Thomas F., Jr. THE COUNSELOR'S ROLE IN COLLECTIVE NEGOTIATIONS. Personnel and Guidance Journal, 1970, 48(6), 449-457.
Examines impact of negotiations on education, relating it to counselor role. Explores dimensions and implications of negotiations and attitude of professional associations. Comment by Charles T. Schmidt, Associate Professor, Industrial Relations, at University of Rhode Island, contends article is devoid of scholarship, deficient in data, excessively reliant upon secondary sources, lacking understanding, and premature. (Author/EK)

(932) Humphries, Frederick; and Others. ARE COLLEGE STUDENTS A DEFRAUDED MAJORITY? Journal of the National Association of College Admissions Counselors, 1970, 14(3), 10-14.
Panel discussion focuses on student dissatisfactions with society in general, university in particular. Responds to "College Curriculum and Student Protest" (J. Schwab), which considers protesting students as incapable of defining and solving practical problems, and stresses need for reevaluation of curriculum and structure. (CJ)

(933) Hurvitz, Nathan. INTERACTION HYPOTHESES IN MARRIAGE COUNSELING. Family Coordinator, 1970, 19(1), 64-74.
To facilitate conflict resolution, couples must develop instrumental, rather than terminal hypotheses which encourage problem solving and positive behavior change. (CJ)

(934) Hutter, Mark. TRANSFORMATION OF IDENTITY, SOCIAL MOBILITY AND KINSHIP SOLIDARITY. Journal of Marriage and the Family, 1970, 32(1), 133-137.
The hypothesis that, when occupationally based pressure for transformation of identity is greatest, there will be a weakening of kinship solidarity, was tested on a comparable sample of American and Japanese students. Findings supported the

hypothesis for the American sample, but not for the Japanese sample. (Author)

(935) Ihlanfeldt, William. SUBTLETIES IN COLLEGE SELECTION. Journal of the National Association of College Admissions Counselors, 1970, 15(1), 3-4.
The author discusses the significance of class rank and College Board scores in admissions. He also considers whether admissions committees realize that 90 percent of the students in a certain high school enter college and if they consider these students if grades are replaced with in-depth evaluations. (Author/EK)

(936) Irzinski, Stanley M., and Hylbert, Kenneth W. FACTORS RELATED TO COUNSELOR TURNOVER IN THE PUBLIC PROGRAMS. Rehabilitation Counseling Bulletin, 1970, 13(3), 300-308.
The study surveyed 72 counselors hired by the public programs in the area served by The Pennsylvania State University, between July 1, 1962, and December 31, 1963. Characteristics of counselors who stayed in the public program until 1967, and of those who left, were studied. Performance criteria for the two groups were found to be not significantly different except that leavers rehabilitated a greater percentage of clients, as well as closed a higher percentage as not rehabilitated. Reasons given for leaving the public program were studied. (Author)

(937) Ivanoff, Joanne. THE CLASSROOM AND SPECIAL EDUCATION. National Catholic Guidance Conference Journal, 1970, 14(3), 183-187.
Students showed more positive self concept and increase in reading and mathematics achievement as a result of behavioral counseling learning techniques. (Author/CJ)

(938) Ivanoff, John. A BEHAVIORAL APPROACH TO SPECIAL EDUCATION. National Catholic Guidance Conference Journal, 1970, 14(3), 173-178.
Review of studies concludes that special class placement is ineffective in producing behavioral changes and that emphasis should be placed more upon counseling to improve self concept of retardates. (CJ)

(939) Ivey, Allen E. THE ASSOCIATION FOR HUMAN DEVELOPMENT: A REVITALIZED APGA. Personnel and Guidance Journal, 1970, 48(7), 528-532.
The APGA faces a time of challenge. Its present structure and emphasis builds for divisiveness and lack of organizational unity. The Association for Human Development is suggested as a new name for APGA. Conceptual models for the divisions discussed imply unity of the developmental process. (Author)

(940) Ivey, Allen E. THE INTENTIONAL INDIVIDUAL: A PROCESS-OUTCOME VIEW OF BEHAVIORAL PSYCHOLOGY. Counseling Psychologist, 1970, 1(4), 56-59.
Comments favorably on article by Roy E. Hosford in same issue. (CJ)

(941) Ivey, Allen E., and Hinkle, John E. A STUDY IN ROLE THEORY: LIAISON BETWEEN SOCIAL AGENCIES. Community Mental Health Journal, 1970, 6(1), 63-68.
This report analyzes the communication between two social agencies, a state hospital and a community mental health center as they attempted to develop working ties through a liaison social worker. The program did not prove completely effective; this report presents a practical and theoretical analysis of what happened. (Author)

(942) Ivey, Allen E., and Morrill, Weston H. CONFRONTATION, COMMUNICATION, AND ENCOUNTER: A CONCEPTUAL FRAMEWORK FOR STUDENT DEVELOPMENT. Journal of the Association of Deans and Administrators of Student Affairs, 1970, 7(4), 226-234.
Presents a new developmental model for student personnel workers and for the university. It is suggested that a deeper concept of encounter be considered as an alternative approach. (Author)

(943) Jackman, William D., and Bachtold, Louise M. EVALUATION OF A SEMINAR FOR GIFTED JUNIOR HIGH STUDENTS. Gifted Child Quarterly, 1969, 13(3), 163-168.
A report of the Seminar Program, a regularly scheduled series of small group discussions led by school counselors during the school day. (RD)

(944) Jackson, Edward. CHARACTERISTICS OF EARLY AND LATE APPLICANTS TO A COMMUNITY COLLEGE. Journal of College Student Personnel, 1970, 11(1), 69-70.
Comparison findings indicate that late applicants have generally lower previous achievement and participation patterns and are more likely to withdraw from college than early applicants. (Author/CJ)

(945) Jacquot, Willard S.; and Others. LEARNING DISABILITIES: A TEAM APPROACH. Elementary School Journal, 1970, 70(5), 248-252.
Explains how to coordinate public school personnel to provide diagnosis and therapy to children with learning disabilities. (DR)

(946) Jansen, David G.; and Others. CHARACTERISTICS OF HIGH-RATED AND LOW-RATED MASTER'S DEGREE CANDIDATES IN COUNSELING AND GUIDANCE. Counselor Education and Supervision, 1970, 9(3), 162-169.
Significant differences between the two groups of student counselors were observed on the dimension of chronological age, five of six intellective variables, and five of 11 nonintellective variables. (Author)

(947) Jeanroy, Donald L. JUNIOR AND COMMUNITY COLLEGES: WHAT ARE THEIR PLACEMENT NEEDS? Journal of College Placement, 1970, 30(4), 99-100.
Discusses needs of growing student population at two-year colleges and suggests a regional placement office as an economical, effective way to provide placement services to them. (CJ)

(948) Jenks, R. Stephen. AN ACTION-RESEARCH APPROACH TO ORGANIZATIONAL CHANGE. Journal of Applied Behavioral Science, 1970, 6(2), 131-150.
This article is concerned with the development, testing and application of a research instrument designed for use in organizational settings as an integral part of organization change and development efforts. The development of a Q-sort instrument is described in detail. (Author)

(949) Jenne, Frank H. VARIATIONS IN NURSING SERVICE CHARACTERISTICS AND TEACHERS' HEALTH OBSERVATION PRACTICES. Journal of School Health, 1970, 40(5), 248-250.

The results suggest that the more time nurses spend in their school buildings, the more likely teachers are to observe health problems among their pupils. The data do not support the existence of relationships of health observation practice with use of the teacher-nurse conference, or nursing preparation or experience. (Author)

(950) Jensen, Kenneth D., and Jensen, Shirley. FACTORS IN COLLEGE EDUCATION FOR INDIAN STUDENTS. Improving College and University Teaching, 1970, 18(1), 39-41.
Workable ways to correct the lack of communication and isolation of many American Indian students on campuses. (IR)

(951) Johnson, Duane E. PERSONALITY CHARACTERISTICS IN RELATION TO COLLEGE PERSISTENCE. Journal of Counseling Psychology, 1970, 17(2), 162-167.
Scales of the Minnesota Counseling Inventory (MCI) were used to compare persisters with nonpersisters. All four comparisons involving the Conformity scale and two of four comparisons involving the Family Relationships scale demonstrated significant differences. Persisters scored lower than nonpersisters on all comparisons involving the Conformity and Family Relationships scales. (Author)

(952) Jones, G. Brian, and Krumboltz, John D. STIMULATING VOCATIONAL EXPLORATION THROUGH FILM-MEDIATED PROBLEMS. Journal of Counseling Psychology, 1970, 17(2), 107-114.
Two-hundred-and-seventy subjects were randomly assigned to seven treatments within each of two schools in different socio-economic neighborhoods. Findings: (1) experimental treatments were more effective; (2) active participation generated more interest in banking occupations; (3) a precise decision favoring overt over covert responding in the active participation film versions cannot be made on many criteria. (Author)

(953) Jones, G. Brian, and Nelson, Dennis E. APPROACHING A VOCATIONAL EDUCATION PROGRAM THROUGH PROJECT TALENT-RELATED GUIDANCE SYSTEM COMPONENTS. Vocational Guidance Quarterly, 1970, 18(3) 187-193.
Describes 12 components comprising a comprehensive guidance system being designed to meet developmental, prescriptive and associated nonpersonal needs of high school pupils. (CJ)

(954) Jones, Twyman. THE COUNSELOR AND HIS ROLE. Junior College Journal, 1970, 40(7), 10-14.
Opinions differ as to whether academic advisement should be performed by counselors. The author feels that professional counselors should spend their time helping students with developmental problems. (MS)

(955) Jourard, Sidney M., and Jaffe, Peggy E. INFLUENCE OF AN INTERVIEWER'S DISCLOSURE ON THE SELF-DISCLOSING BEHAVIOR OF INTERVIEWEES. Journal of Counseling Psychology, 1970, 17(3), 252-257.
Forty female subjects were selected and assigned to four treatment groups matched for past and anticipated disclosure rate. Treatments differed only in the length of the interviewer's remarks on 20 topics. A significant positive relationship was found between the length of time the experimenter spoke and the duration of the subjects' utterances. (Author)

(956) Juhasz, Anne M. CHARACTERISTICS ESSENTIAL TO TO TEACHERS IN SEX EDUCATION. Journal of School Health, 1970, 40(1), 17-18.
Comparison of data from administrator replies concerning perceived desirable attributes of teachers reveal need for: (1) self acceptance and self respect; (2) empathic rapport with students; (3) ability to communicate; (4) exchange of accurate information. (Author/CJ)

(957) Karp, Ellen S.; and Others. IDEAL-SELF FULFILLMENT IN MATE SELECTION: A COROLLARY TO THE COMPLEMENTARY NEED THEORY OF MATE SELECTION. Journal of Marriage and the Family, 1970, 32(2), 269-271.
Results confirm that there is a significant tendency for homogamy between the traits of the subject and the traits of her fiance, as perceived by the subject. When the traits are not homogamous, there is a significant tendency for the fiance to resemble the subject's ideal self, rather than her actual self. (Author)

(958) Kasl, Stanisla V., and Schlingensiepen, Wilhelm. EFFECTS OF EDUCATIONAL DISCREPANCY IN PARENTS ON SELF-REPORTED MENTAL HEALTH OF MALE COLLEGE STUDENTS. Journal of Clinical Psychology, 1970, 26(1), 64-65.
Educational discrepancy between parents may have some consequences for the mental health of the offspring. (CK)

(959) Kassera, Wayne J., and Sease, William A. PERSONAL CHANGE AS A CONCOMITANT OF COUNSELOR EDUCATION. Counselor Education and Supervision, 1970, 9(3), 208-211.
Results indicated a significant difference between advanced groups and beginning groups and between pre and posttest measures in a direction perceived as desirable by authorities in the field. (Author)

(960) Katz, Alfred H. SELF-HELP ORGANIZATIONS AND VOLUNTEER PARTICIPATION IN SOCIAL WELFARE. Social Work, 1970, 15(1), 51-60.
Presents theoretical analysis of dynamics of self help groups with special reference to dimensions of volunteer participation. Annotated bibliography ("Self Help and Rehabilitation") available from author at UCLA School of Public Health, Los Angeles, California 90024. (Author)

(961) Kauffman, James M. RECENT TRENDS IN THE BEHAVIORAL APPROACH TO EDUCATING DISTURBED CHILDREN. Journal of School Health, 1970, 40(5), 271-272.
Briefly discusses research done during the 1960's. (CJ)

(962) Keefe, R. M. PRIVATE EDUCATION AND THE CRITICAL MATRIX OF COLLEGE ADMISSIONS. Journal of the National Association of College Admissions Counselors, 1970, 15(1), 5-7.
The author suggests that the selectivity of private colleges has become a costly myth with fewer student enrollment resulting from increasing public relations costs and demonstrates the need for admissions officers to become generators of learning, rather than brokers in talent. (Author)

(963) Kehas, Chris D. GROUPING FOR INSTRUCTION AND SELF-DEFINITION. Measurement and Evaluation in

Guidance, 1970, 2(4), 205-213.
Junior high school students are classified into five levels in three subject matter areas and measured on three subscales of the California Test of Personality--sense of personal worth, feeling of belonging, and school relations. Results showed self definition is highly related to grouping for instruction in science, moderately so with mathematics, and randomly in respect to language arts. (Author)

(964) Keidel, Keith C. MATERNAL EMPLOYMENT AND NINTH GRADE ACHIEVEMENT IN BISMARCK, NORTH DAKOTA. Family Coordinator, 1970, 19(1), 95-96.
Factors identified and analyzed included: (1) sex of students; (2) time of day when mother was employed; (3) professional or nonprofessional status of mother; and (4) students' attendance records. Results indicated maternal employment does not affect student achievement. (Author/EK)

(965) Kelly, Thompson J., Sr., and Amble, Bruce R. IQ AND PERCEPTUAL MOTOR SCORES AS PREDICTORS OF ACHIEVEMENT AMONG RETARDED CHILDREN. Journal of School Psychology, 1970, 8(2), 99-102.
The Koppitz scoring of the Bender Gestalt Test for young children was used to predict educational attainment for 74 EMH students on reading, spelling and arithmetic. Only on the arithmetic criterion did Bender scores increase prediction, beyond the factors of chronological age and IQ. (Author)

(966) Kemp, David E. ROUTINIZING ART: IMPLICATIONS OF RESEARCH WITH THE A-B SCALE FOR THE PRACTICE OF PSYCHOTHERAPY. Journal of American College Health Association, 1970, 18(3), 238-240.
The research review concludes that: (1) more attention be given to matching of patient and therapist, either on the basis of complementarity or similarity; and (2) since scale apparently is not associated with empathy and genuineness, there may be dimensions of interventions other than those studied by Rogers and his students. (Author/CJ)

(967) Kennedy, George; and Others. ERROR PATTERNS IN PROBLEM SOLVING FORMULATIONS. Psychology in the Schools, 1970, 7(1), 93-99.
Study results indicate that teachers should be less concerned with teaching relationships between problem elements and more concerned with helping students to identify logical assumptions made in problem statement. (Author)

(968) Kerckhoff, Richard K.; and Others. COMMUNITY EXPERIENCES WITH THE 1969 ATTACK ON SEX EDUCATION. Family Coordinator, 1970, 19(1), 104-110.
Report from The Family Coordinator's Family Life Education Panel reviewing the arguments and tactics used against sex education and the groups opposing and supporting it in various communities. (Author)

(969) Killian, John D. THE LAW, THE COUNSELOR AND STUDENT RECORDS. Personnel and Guidance Journal, 1970, 48(6), 423-432.
Counselor's legal responsibilities in release of information about students involves matters of parental rights to information, defamation, libel, and slander as well as privileged communication. Counselor has little to fear provided he performs professionally and ethically. (Author)

(970) King, Francis W. USERS AND NONUSERS OF MARIJUANA: SOME ATTITUDINAL AND BEHAVIORAL CORRELATES. Journal of American College Health Association, 1970, 18(3), 213-217.
Users tend to: (1) oppose external control; (2) view marijuana as relaxing agent; (3) favor legalization of the drug; and (4) feel they are better informed on effects of the drug than nonusers. (Author)

(971) Kirk, Barbara A. LEGAL COUNSELING FOR STUDENTS. Journal of College Student Personnel, 1970, 11(1), 15-18.
In response to demand for counseling in areas of personal responsibility in family and community relationships, a legal counselor was hired by the Counseling Center at University of California, Berkeley, where counseling services are supported by student fees. Reviews program, cites several case examples. (CJ)

(972) Kirk, Russell; and Others. CRITICAL REVIEWS. Counseling Psychologist, 1969, 1(3), 32-61.
Analytical comments by Russell Kirk, Charles Lewis, E. G. Williamson, William Watts, Sherman Teichman, Dennis Winkler, Carole Remick and William Pollard on two articles in same issue by Edward J. Shoben, Jr. ("The Campus Community and the Futureless Generation," and "Student Unrest: The Climate of Protest"). (CJ)

(973) Knapp, Donald. CAREER PLANNING AND PLACEMENT. Liberal Education, 1969, 15(4), 559-570.
The "Office of Career Planning Placement" was founded to "enable the College to accomplish its stated goals of broad general education for citizenship, vocational usefulness, adequate preparation for professional school, and training in the ideals of service." The six functions toward that end are discussed. (Author/AD)

(974) Knestrick, James L., and Gorlow, Leon. EFFECT OF INFORMATION, SUBJECT AGE, AND INSTRUCTIONAL SET ON PREDICTIVE JUDGMENTS. Journal of Consulting and Clinical Psychology, 1969, 33(6), 691-698.
Results indicate significant differences between children and adults, and among three levels of information about subjects affecting the accuracy of predictive judgment. The effect of instruction approaches significance. Reprints available from James L. Knestrick, 270 E. North Arlington Avenue, Harrisburg, Pennsylvania 17107. (Author)

(975) Knezevich, S. J. THE FINE ART OF RESEARCH GRANTSMANSHIP IN SCHOOL HEALTH EDUCATION. Journal of School Health, 1970, 40(4), 179-186.
Describes "grantsmanship" as an art which requires experience. Research is necessary to education, and progress requires that the education professionals team their knowledge with that of research specialists. (Author)

(976) Knox, David. CONCEPTIONS OF LOVE BY MARRIED COLLEGE STUDENTS. College Student Survey, 1970, 4(1), 28-29.
Study findings are consistent with those of Knox (1967) which state that the longer an individual attends college, the more realistic his conception of love becomes, and that married males tend to be more romantic in conception of love than married females. (Author)

(977) Kopf, Kathryn E. FAMILY VARIABLES AND SCHOOL ADJUSTMENT OF EIGHTH GRADE FATHER-ABSENT BOYS. Family Coordinator, 1970, 19(2), 145-150.
Results of study using school adjustment measure for boys and interview schedule for mothers (52 pairs) indicate that variables related to school adjustment were concerned with attitudes and behavior of mothers. Implications for those who work with this group are discussed. (Author)

(978) Korner, Ija N. HOPE AS A METHOD OF COPING. Journal of Consulting and Clinical Psychology, 1970, 34(2), 134-139.
The dangerous physical and psychological consequences of the loss of hope are described, distinctions between hopelessness and depression are explored and some methods of activating and using hope as a coping device in persons under acute stress are presented. (Author)

(979) Kornick, Joseph. AN ANALYSIS: IMPACT OF AN ELEMENTARY SCHOOL COUNSELOR ON TEACHERS' PERCEPTIONS OF THE COUNSELOR'S ROLE AND FUNCTIONS. Elementary School Guidance and Counseling, 1970, 4(3), 188-196.
Study sought to determine if comprehensive guidance program changes teachers' perceptions about counselor role, if program has differential effects on experienced and inexperienced teachers, if level of training determines perceptions of teachers, and if degree of participation in inservice guidance experiences determines perceptions. (Author/EK)

(980) Kramer, Howard C. INTERPRETATION OF CSQ SCALES. Journal of College Student Personnel, 1970, 11(1), 28-32.
Explores "meaning" of seven scale scores obtainable from Part I of College Student Questionnaire (CSQ). Uses as validating criteria subject descriptions gathered from ten clinical scales of MMPI and four SVIB nonoccupational scales. Statistical tables included. (CJ)

(981) Kramer, Robert J.; and Others. WISCONSIN MANPOWER COUNSELORS AND MANPOWER SPECIALISTS' PERCEPTIONS OF EXISTING AND DESIRED COUNSELOR ACTIVITIES. Journal of Employment Counseling, 1970, 7(1), 13-17.
Survey of 73 counselors and 72 manpower specialists to determine perceptions of actual and ideal counselor function. A cross-break analysis to ascertain if responses varied according to years in employment service, office size and educational background produced no differences. Similarities and differences are presented followed by a discussion of implications for in-service training. (Author)

(982) Kranzler, Gerald D. SOME EFFECTS OF REPORTING SCHOLASTIC APTITUDE TEST SCORES TO HIGH SCHOOL SOPHOMORES. School Counselor, 1970, 17(3), 219-226.
Counselors should recognize possibility that test score interpretation may decrease self acceptance of low ability students. On other students no significant differences exist between control and experimental groups. (Author/CJ)

(983) Kremer, Bruce J. FOLLOW-UP?--FORGET IT! School Counselor, 1970, 17(3), 228-232.
Discusses difficulty of formulating questionnaires and proposes steps to be taken for adequate followup program. (CJ)

(984) Krupinski, Jerzy; and Others. PATTERNS OF MARITAL PROBLEMS IN MARRIAGE GUIDANCE CLIENTS. Journal of Marriage and the Family, 1970, 32(1), 138-142.
Three main dimensions of marital maladjustments are: (1) dominance-submission power struggle; (2) the alienation pole of an affection-alienation dimension; and (3) the avoidance pole of an intimacy-avoidance dimension. Applications of the findings for counseling and training of counselors are indicated. (Author)

(985) Kukla, David A. PROTEST IN BLACK AND WHITE: STUDENT RADICALS IN HIGH SCHOOLS. National Association of Secondary School Principals, 1970, 54(342), 72-85.
Student radicals usually do not have a long-range plan of action. This is where the principal can play his most vital role. He can set up the machinery for student-parent, student-teacher, and student-student dialogue. (CK)

(986) Kunce, Joseph, and Anderson, Wayne. COUNSELOR-CLIENT SIMILARITY AND REFERRAL BIAS. Journal of Counseling Psychology, 1970, 17(2), 102-106.
Based on ratings by classmates, counselors were dicotomized according to probability of being referred agitated or constrained clients. Counselors to whom the former were referred had higher MMPI scores on D and Pt scales and lower scores on Es scales. (Author)

(987) Kushel, Gerald. THE COUNSELOR'S IMAGE AND THE CHAMELEON. School Counselor, 1970, 17(4), 286-290.
Transference, selective retention and misperception-over-statement are factors considered in the guidance image problem. Suggests image prototypes for school counselors to project. (EK)

(988) Kushel, Gerald, and Masih, Lalit K. JOB VALUES OF PROSPECTIVE CLASSROOM TEACHERS. Journal of The Student Personnel Association for Teacher Education, 1970, 8(2), 33-35.
Seventy-seven teachers under training ranked eleven job values in order of preference. Analysis of median rankings indicate values held in highest regard dealt with an interesting and stimulating job, freedom of expression, helping others and independence. (Author)

(989) Lacy, Charles L. A COMPARATIVE STUDY OF TWO COUNSELING APPROACHES WITH POTENTIAL DROPOUTS. National Catholic Guidance Conference Journal, 1970, 14(3), 197-199.
No statistically significant differences in dropout rate were noted between directive and nondirective counseling approaches. Suggests future use of different measure, such as self concept, or attendance. (CJ)

(990) Lambert, Nadine M; and Others. THE OBSERVABILITY OF INTELLECTUAL FUNCTIONING OF FIRST GRADERS. Psychology in the Schools, 1970, 7(1), 74-85.
Results of multivariate prediction of reading achievement and intellectual development from observability of varied types of intellectual functioning indicate need for examination of priorities of various activities in the first grade curriculum. (Author)

(991) Lasser, Barbara. THE POTENTIAL COEXISTENCE OF BEHAVIOR MODIFICATION AND CRITERION-REFERENCED EVALUATION PROCEDURES. California Personnel and Guidance Association Journal, 1970, 2(2), 18-21.
Supporting structural tools in counseling include identification of specific outcomes, selection of criteria measures for their assessment, ranking of objectives, sequencing of subtasks and keeping of performance records. (Author)

(992) Lazar, Irving. ORGANIZING CHILD DEVELOPMENT PROGRAMS. Appalachia, 1970, 3(4), 1-5.
A potential process for establishing child development programs is described which attempts to avoid many of the organizational problems encountered. (SW)

(993) Lazarus, Arnold A. BEHAVIORAL COUNSELING: SOME PROS AND CONS. Counseling Psychologist, 1970, 1(4), 60-61.
Brief comment on article by Ray E. Hosford in same issue. (CJ)

(994) Leachen, Sylvia, and Lipschitz, Beverly. SCHOOL SERVICE AGENCY. School Counselor, 1970, 17(5), 370-371.
Describes school "employment" agency to secure school jobs for interested students. They filled out applications, had interviews and secured recommendations. Program attempted to relieve hall congestion and improve tone of school. (Author/CJ)

(995) Leavitt, Harold J., and Doktor, Robert. PERSONAL GROWTH, LABORATORY TRAINING, SCIENCE, AND ALL THAT: A SHOT AT A COGNITIVE CLARIFICATION. Journal of Applied Behavioral Science, 1970, 6(2), 173-179.
The authors react to Chris Argyris' "On the Future of Laboratory Education" by distilling and blending the modes of learning elaborated by Bruner. They apply Bruner's stages of understanding from the senses, to images, to symbols--to laboratory training and praise the trainer who respects the complexity of individual growth. (Author)

(996) Lee, Walter S. HUMAN RELATIONS TRAINING FOR TEACHERS: THE EFFECTIVENESS OF SENSITIVITY TRAINING. California Journal of Educational Research, 1970, 21(1), 28-34.
Reports that 51 elementary teachers in this in-service training program improved in their attitudes toward children, teaching and interpersonal relationships. (DR)

(997) Lefcourt, Herbert M., and Steffy, Richard A. LEVEL OF ASPIRATION, RISK-TAKING BEHAVIOR, AND PROJECTIVE TEST PERFORMANCE: A SEARCH FOR COHERENCE. Journal of Consulting and Clinical Psychology, 1970, 34(2), 193-198.
Correlations were obtained between level of aspiration, gambling, and projective test variables. Achievement oriented behaviors in the level of aspiration task and in the gambling task were related to each other and both were related to the adequacy of response to sexual stimuli in projective testing. Reprints from Herbert M. Lefcourt, Department of Psychology, 2430 Campus Road, Honolulu, Hawaii 96822. (Author)

(998) Leitner, Lewis A. FURTHER ASSESSMENT OF CLIENT SELF-EXPLORATION AS A FUNCTION OF REFERENCE TO SIGNIFICANT OTHERS. Journal of Clinical Psychology, 1970, 26(1), 125-126.
Client self-exploration is rated meaningful when client talks about significant others including himself and counselor. Revision is needed of Immediate Relationship Scale before variable can be assessed. (Author)

(999) LeMay, Morris. PROTECTION OF STUDENT RIGHTS DURING LONGITUDINAL RESEARCH STUDIES. College Student Survey, 1970, 4(1), 17-18.
Discusses need for minimum safeguards where controversial issues are touched upon in surveys. These include administering of instrument without compulsion and informing students of legal implications of their participation. (Author/CJ)

(1000) Lenning, Oscar T. UNDERSTANDING THE STUDENT LAWBREAKER. Journal of College Student Personnel, 1970, 11(1), 62-68.
Pilot study compares characteristics of forty students who committed misdemeanors with a control group in hopes that understanding them better will lead to more effective counseling practices. Chi-square analysis tables included. (CJ)

(1001) Lessinger, Leon M. A ZERO-REJECT PROGRAM IN A COMPREHENSIVE SCHOOL DISTRICT. Educational Administration Quarterly, 1969, 7(2), 137-144.
Explains the comprehensive program conducted at the San Mateo Union High School District which is designed to reduce the dropout rate. (LN)

(1002) Leventhal, Allan M. DISCUSSION OF "BEHAVIORAL COUNSELING--A CONTEMPORARY OVERVIEW." Counseling Psychologist, 1970, 1(4), 81-84.
Comments on article by Ray E. Hosford in same issue. (Author)

(1003) Leveque, Kenneth L., and Walker, Ronald E. CORRELATES OF HIGH SCHOOL CHEATING BEHAVIOR. Psychology in the Schools, 1970, 7(2), 159-163.
The study sought: (1) to assess incidence of cheating in large high school sample; (2) to evaluate relationship between socio-economic level and cheating; (3) to ascertain whether teachers can predict cheating behavior; and (4) to replicate previous findings regarding the relationship between cheating and both grades and IQ. (Author)

(1004) Levine, Daniel U. STRATIFICATION, SEGREGATION AND CHILDREN IN THE INNER-CITY SCHOOL. School and Society, 1970, 98(2323), 84-89.
It is the responsibility of the educator to help change the harmful psychological, sociological and physical environments in which inner-city students function. This responsibility extends beyond the school grounds and into the students' home and social lives. (CK)

(1005) Lewis, David C. DRUG EDUCATION. National Association of Secondary School Principals, 1969, 53(341), 87-98.
A physician and educator set forth a high school program of drug education based on the student's personal involvement in the program. (BF)

(1006) Lewis, Gertrude M. I AM--I WANT--I NEED: PREADOLESCENTS LOOK AT THEMSELVES AND

THEIR VALUES. Childhood Education, 1970, 46(4), 186-194.
Questions and opinions of students in grades 5 through 8 reflect concern about physical development and emotional factors, sex education, relationships with others, and social concerns. (DR)

(1007) Lewis, Mary P. SIX TROUBLED CHILDREN. Grade Teacher, 1970, 87(8), 54-56.
Teaching techniques designed to overcome six types of behavioral problems are given along with supporting examples. (EJS)

(1008) Lewis, Michael D. THE EFFECTIVE ELEMENTARY GUIDANCE WORKER: COUNSELOR OR CONSULTANT. School Counselor, 1970, 17(4), 296-300.
Reviews literature dealing with ascertaining counselor's most effective role in helping to meet developmental needs of normal children. Those interested in elementary school guidance seem to want to concentrate upon meeting developmental needs of all children rather than remediation. (Author/EK)

(1009) Liberman, Robert. BEHAVIORIAL APPROACHES TO FAMILY AND COUPLE THERAPY. American Journal of Orthopsychiatry, 1970, 40(1), 106-18.
A discussion of the key to success in family therapy as found in the change in interpersonal behavior within the family. (JM)

(1010) Licht, Kenneth F. RELEVANCE AND REALITY IN SAFETY. Journal of School Health, 1970, 40(5), 259-261.
Suggests three realities not yet dealt with in accident prevention: (1) youth accident situation; (2) child behavior in traffic; and (3) evaluation of driver education. Urges establishment of a standardized accident reporting program on a district level as starting point for relevant education. (Author/CJ)

(1011) Liebers, Donald E. CAN PLACEMENT AND RECRUITING SURVIVE? Journal of College Placement, 1970, 30(3), 41-44.
Third article in series of three, all in this issue, discussing how placement field will be affected in the '70s by more students, less counseling, small staffs, and student attitudes. (Author)

(1012) Lipschitz, Beverly. RELEVANCE--EAST NEW YORK STYLE. School Counselor, 1970, 17(5), 372-376.
Slum environments produce lead poisoning which counselors in East New York sought to bring to the attention of parents and legislators by a screening program to identify children who had it. Counselors also established a program to alert parents to dangers of ingesting fallen plaster. (CJ)

(1013) Lister, James L. SCHOOL COUNSELING: FOR BETTER OR FOR WORSE? Canadian Counselor, 1970, 4 (1), 33-38.
Some implications of research presented are: (1) need for clear division of counselor functions; and (2) responsibility of training programs to prepare counselors to function at high level of facilitation conditions as well as to specify their ability to do so. (CJ)

(1014) Litt, Sheldon. WHAT HAPPENS IN COLLEGE? Improving College and University Teaching, 1969, 17(4), 243-244.
Essay written by sophomore is utilized for argument against universal education for underachieving youth. (AD)

(1015) Livesey, Herbert B. ACADEMIC LIBERALISM IN THE SEVENTIES. Journal of the National Association of College Admissions Counselors, 1970, 15(1), 16-18.
In this paper, presented to the National ACAC Conference in Chicago in October of 1969, the author looked at the effect of traditional moderate liberalism on college students. (Author)

(1016) Livingston, J. Sterling. THE TROUBLED TRANSITION: WHY COLLEGE AND UNIVERSITY GRADUATES HAVE DIFFICULTY DEVELOPING CAREERS IN BUSINESS. Journal of College Placement, 1970, 30(4), 34-41.
Graduates in top third of their classes are not more likely to be successful in management as formal education has not yet nurtured traits of individuality, self assurance, responsibility, nor the art of being a superior subordinate, which are all needed for success in business. (Author)

(1017) Lockwood, Julianne. THE EFFECTIVENESS OF HEALTH EDUCATION PROGRAMS FOR AVERAGE AND DISADVANTAGED PUBLIC SCHOOL CHILDREN. Journal of School Health, 1970, 40(1), 15-16.
Pre and post testing indicate value of health instruction by experienced school nurses, particularly to younger disadvantaged children. Suggests teaching internship for new nurses to reinforce their background for improved functioning in school. (CJ)

(1018) Loeffler, Dorothy. COUNSELING AND THE PSYCHOLOGY OF COMMUNICATION. Personnel and Guidance Journal, 1970, 48(8), 629-636.
Various communication channels are discussed, including language and nonlanguage forms. Examples of communication patterns are given to illustrate the kinds of messages conveyed in language and nonlanguage channels. Training programs should make counselors more sensitive communication participants. (Author)

(1019) Long, Thomas E. IN-SERVICE RESEARCH TRAINING FOR INCREASED COUNSELOR RELEVANCE. School Counselor, 1970, 17(5), 357-361.
Described is an example of a locally developed program that served as an alternative to graduate education programs and provided school counselors with some new awareness and skills. (Author)

(1020) Loomis, Ronald N., and Clark, Alexander. ONE-DAY MILITARY RECRUITING PROGRAMS; DO THEY WORK? ARE THEY A GOOD IDEA? Journal of College Placement, 1970, 30(4), 82-90.
Pro and con views are expressed by placement directors from two colleges who recently used this approach. Both suggest careful consideration and consultation with student council before deciding to try approach at other institutions. (CJ)

(1021) Lovitt, Robert. COMPARISON OF VERBAL APPROACH-AVOIDANCE BEHAVIOR OF TRAINED AND UNTRAINED THERAPISTS. Journal of Counseling Psychology, 1970, 17(2), 137-140.
For the untrained subjects, only attendants achieved a lower approach score than trained therapists. Attendants achieved lower approach scores than other untrained groups for two of the patient types. The results support the need for additional

research concerning minimally trained subjects and roles they might assume in mental health settings. (Author)

(1022) Lucas, Marilyn S., and Jones, Reginald L. ATTITUDES OF TEACHERS OF MENTALLY RETARDED CHILDREN TOWARD PSYCHOLOGICAL REPORTS AND SERVICES. Journal of School Psychology, 1970, 8(2), 122-130.
The more generally informed teachers were about psychological functioning of educable mentally retarded children, the more favorably they tended to rate psychological services. (Author)

(1023) Luckey, Eleanore Braun, and Bain, Joyce Koym. A FOLLOW-UP STUDY ON IN-SERVICE TRAINING IN FAMILY LIFE EDUCATION. Family Coordinator, 1970, 19(1), 88-94.
Sixty-two participants in an intensive six week institute were surveyed to determine influences of training during the year. Results indicated increases in (1) participation in community programs; (2) self confidence; (3) awareness and effectiveness in personal and professional activities. (Author/EK)

(1024) Lundquist, Gerald, and Blackham, Garth J. SIMULATION AND GROUP COUNSELING IN THE TRAINING OF PROSPECTIVE TEACHERS. Journal of the Student Personnel Association for Teacher Education, 1970, 8(3), 85-89.
Results suggest that the experimental treatment can influence changes in the meaning prospective teachers have for the concepts "public school teacher," "parents," and "parent-teacher conference." Results might be enhanced if the counselor assumed a more active role as coach or diagnostician. (Author)

(1025) Lunneborg, Patricia W. STEREOTYPIC ASPECT IN MASCULINITY-FEMININITY MEASUREMENT. Journal of Consulting and Clinical Psychology, 1970, 34(1), 113-118.
Explores stereotypic thinking in relation to sex differences in personality. The 14 scales of Edwards Personality Inventory IA administered to 398 college student judges predict answer most men (women) would give. Results discussed. (Author/EK)

(1026) Lunneborg; and Others. PREDICTION OF MULTIPLE ASPECTS OF THE COMMUNITY COLLEGE EXPERIENCE. Measurement and Evaluation in Guidance, 1970, 2(4), 234-242.
Intellective and nonintellective predictors and criteria were studied among 687 community college students. College grades were highly predictable from high school grades and intellective tests, nonintellective criteria were independent of this criteria and were unpredictable. Where educational and vocational plans and experiences were predictable, it was due to 12 nonintellective CGP interest measures. (Author)

(1027) Lynch, Ann Q. PERCEPTION OF PEER LEADERSHIP INFLUENCE. Journal of College Student Personnel. 1970, 11(3), 203-205.
Describes program wherein upperclassmen volunteers act as "big sisters" to small groups of incoming freshmen women. Freshmen evaluation of program indicates that those who rate their advisers highly make the better social and academic adjustment during first year. (CJ)

(1028) McBee, Mary Louise. A CAREER DEVELOPMENT PROGRAM FOR SELECT FRESHMEN: A PILOT PROJECT. Journal of the National Association of Women Deans and Counselors, 1970, 33(3), 131-133.
Program objectives were to give undecided students chance for self-exploration as well as familiarization with academic program and vocational possibilities. (CJ)

(1029) McDaniel, H. B., and Bowers, Stanley L. YOUTH GUIDANCE SYSTEMS. Journal of Secondary Education, 1970, 45(1), 16-23.
A youth guidance system that is designed to provide students with all the information possible to help them make the right choice of goals and to deal effectively with their problems as they arise is presented. (CK)

(1030) MacDonald, Curtis C. B.E.O.O.P. PLUS LEARNING. Junior College Journal, 1970, 40(6), 57-60.
The objectives of the Basic Education and Occupational Orientation Program were to provide undereducated American Indians with basic communication skills, occupational direction, counseling, and economic insights. (MS)

(1031) Macguffie, Robert A. RELATIONSHIP BETWEEN THE SOCIAL VOCABULARY INDEX AND THE INTERACTION SCALE AND REHABILITATION SUCCESS. Journal of Counseling Psychology, 1970, 17(3), 289-290.
Because the correlation is low, it is suggested that the instruments not be used by counselors in the state agencies to predict rehabilitation success. (Author)

(1032) Macguffie, Robert A.; and Others. NEED FOR APPROVAL AND COUNSELING OUTCOMES. Personnel and Guidance Journal, 1970, 48(8), 653-656.
The Marlowe-Crowne Social Desirability Scale was administered to 167 applicants at a state rehabilitation agency immediately after the initial interview. It was hypothesized that successfully rehabilitated clients would obtain significantly higher social desirability scores than those clients who were not successful. The results confirmed the hypothesis at the .01 level of significance. (Author)

(1033) Macht, Lee B.; and Others. NOT AS A PATIENT: PSYCHOLOGICAL DEVELOPMENT IN A JOB TRAINING PROGRAM. American Journal of Orthopsychiatry, 1970, 40(1), 142-150.
An investigation of the relationship between mental health and work training in specific growth dimensions. (JM)

(1034) McKenzie, Obie L. COMMUNICATING WITH BLACK COLLEGE GRADUATES--YOU CAN'T GET THERE FROM HERE. Journal of College Placement, 1970, 30(4), 93-96.
Discusses difficulties faced by recent and current Black graduates whose perceptions and values differ from those of their parents and who see contradiction between policy and action of society. (CJ)

(1035) Maddick, Ian H. ASSESSMENT OF A PROGRAMME OF DENTAL HEALTH EDUCATION. Journal of School Health, 1970, 40(5), 273-274.
Evaluation of program developed by a teacher and a dentist suggest the following: (1) children should be actively involved; (2) teachers would like to be more actively utilized; and (3) a followup is needed. (Author)

(1036) Magoon, Thomas. RESPONSE TO BEHAVIORAL COUNSELING. Counseling Psychologist, 1970, 1(4), 37-40.
Comments on article by Ray E. Hosford in same issue. Stresses his feeling that Hosford's total presentation was imbalanced in direction of overemphasis on modeling. (Author/CJ)

(1037) Mahaffey, Anna. TRENDS AND DEVELOPMENTS IN EDUCATING YOUTH FOR OFFICE OCCUPATIONS IN THE FUTURE. Illinois Teacher for Contemporary Roles, 1970, 13(3), 126-138.
Discusses technological developments, school role, curriculums, guidance and counseling, career training, effects of cybernation and standards and evaluation. (DM)

(1038) Maley, Donald. HOW INDUSTRIAL ARTS RELATES TO OCCUPATIONAL EDUCATION. Industrial Arts and Vocational Education, 1970, 59(2), 30-32.
A major role awaits industrial arts in carrying out the aims of occupational education. There are three major contributions it can make: (1) developing of technological and industrial awareness; (2) encouraging exploration of individual aptitudes, capabilities, interests and characteristics; and (3) development of skills and habits of hand and mind. (Editor)

(1039) Manschauer, John L. THE ANATOMY OF A CAREER. Journal of College Placement, 1970, 30(3), 35-38.
This is the second of two articles on the '70s, all in this issue. Stresses need to consider the human factors and attitudes when discussing career choices. (Author)

(1040) Maranell, Gary M.; and Others. SOCIAL CLASS AND PREMARITAL SEXUAL PERMISSIVENESS: A SUBSEQUENT TEST. Journal of Marriage and the Family, 1970, 32(1), 85-88.
Tests Reiss' hypothesis that among conservatives those of higher social status are less permissive than those of lower status, while among liberals the relationship is in the opposite direction. Both a chi-square test and a sign test were applied to the data; neither test confirmed Reiss' hypothesis. An extraordinarily strong relationship between permissiveness and the sex of the person, however, was found. (Author)

(1041) Markey, Martin J.; and Others. INFLUENCE OF PLAYBACK TECHNIQUES ON COUNSELOR PERFORMANCE. Counselor Education and Supervision, 1970, 9(3), 178-181.
The four playback treatment groups were: (a) audio-video; (b) audio; (c) video; and (d) no playback received. Results indicated no judged differences among the playback treatment groups, nor could discriminant rankings be made among the various playback methods. Several explanations are presented as limited influence of playback media on early interview performance. (Author)

(1042) Marks, Edmond. COGNITIVE AND INCENTIVE FACTORS INVOLVED IN WITHIN-UNIVERSITY TRANSFER. Journal of Educational Psychology, 1970, 61(1), 1-9.
Study results indicated that transfers can be reliably differentiated from non-transfers in terms of their personality, cognitive and goal structures and their academic performance. Type of change appears tied mostly to certain personality characteristics of the transfer student, and his evaluation of his academic performance. Transfers did not represent a homogeneous group with respect to the variables studied. (Author)

(1043) Marlatt, G. Alan; and Others. EFFECT OF EXPOSURE TO A MODEL RECEIVING EVALUATIVE FEEDBACK UPON SUBSEQUENT BEHAVIOR IN AN INTERVIEW. Journal of Consulting and Clinical Psychology, 1970, 34(1), 104-111.
Determines effects of exposing observers to a live problem-discussing model receiving either encouraging, discouraging or neutral feedback from a third person. Thirty-two male subjects were assigned either to one of the three conditions or to a control group. Results were interpreted in terms of using models' behavior to reduce response uncertainty for individuals faced with ambiguous task. (Author)

(1044) Marsh, John J., and Kinnick, Bernard C. LET'S CLOSE THE CONFIDENTIALITY GAP. Personnel and Guidance Journal, 1970, 48(5), 362-365.
An examination of the interface between the law of privileged communication and the professional standards of confidentiality reveals a gap between what the law is and what counseling and guidance personnel believe it is. The nature of the law is discussed and evidence of disagreement with it. Misunderstanding of the law by counselors is also presented. (Author)

(1045) Marshall, Patricia. TRAINING BY MAIL. Manpower, 1970, 2(3), 8-12.
Study has found that high quality home study courses can play a useful part in meeting today's need for education, skill updating and training. (Author/CJ)

(1046) Martin, Ann M. GUIDANCE, THE LEARNING PROCESS AND COMMUNICATIONS MEDIA. Educational Technology, 1969, 9(12), 46-53.
Reports on the use of audiovisual materials as stimuli in counseling. A sample film script and selected student responses to the film are appended. (LS)

(1047) Martin, Donald G., and Gazda, George M. A METHOD OF SELF-EVALUATION FOR COUNSELOR EDUCATION UTILIZING THE MEASUREMENT OF FACILITATIVE CONDITION. Counselor Education and Supervision, 1970, 9(2), 87-91.
Counselor-offered conditions of empathy, nonpossessive warmth, genuineness and intensity of interpersonal contact were self-evaluated by 44 counselors and compared with supervisors' evaluations of tape recorded sessions. Findings are discussed. (Author)

(1048) Martin, Roger A. THE 351-DAY COUNSELOR. School Counselor, 1970, 17(3), 188-191.
Describes an attempt to put counselor on a full-year schedule to enable him to update his information on students, courses, colleges, occupations and to permit catching up on research, transcripts, handbook preparation. (CJ)

(1049) Martison, William D., and Zerface, James P. COMPARISON OF INDIVIDUAL COUNSELING AND SOCIAL PROGRAM WITH NONDATERS. Journal of Counseling Psychology, 1970, 17(1), 36-40.
The Ss were compared along the dimensions of anxiety change, "specific" fear change, number dating after treatment and client satisfaction. Findings suggested the social program was more effective than counseling in decreasing an S's "specific" fear of dating and in helping him achieve goal of dating. (Author)

(1050) Marx, John H., and Spray, S. Lee. MARITAL STATUS AND OCCUPATIONAL SUCCESS AMONG MENTAL HEALTH PROFESSIONALS. Journal of Marriage and the Family, 1970, 32(1), 110-118.
Concludes that personal relations, professional experiences and occupational success form a network of relationships which integrate the occupational and nonoccupational roles of highly specialized practitioners. It is part of a Study of Careers in the Mental Health Field, supported by National Institute of Mental Health Grant MH-09192 and directed by Professor William E. Henry of the Committee on Human Development, The University of Chicago. (Author)

(1051) Massad, Carolyn Emrick; and Others. STIMULUS MODES AND LANGUAGE MEDIA: A STUDY OF BILINGUALS. Psychology in the Schools, 1970, 7(1), 38-41.
Small sample is unable to clarify problems and suggests need for replication. Trend is noted, however, indicating that words evoke more sensory reactions than pictures and that Spanish evokes more sense impression responses than English. Suggests further investigation for use in foreign language study. (Author/CJ)

(1052) Mathis, Arthur; and Others. COLLEGE STUDENTS' ATTITUDES TOWARD COMPUTER-ASSISTED INSTRUCTION. Journal of Educational Psychology, 1970, 61(1), 46-51.
Instruction in general psychology by computer (CAI) or reading was given to 64 college students. A modified Solomon four-group design was used to assess changes in attitude toward CAI as measured by a 30-item scale. Students were generally positive toward CAI but those that had experienced it were more positive than those who participated in the reading control group. Pretesting had no effect on attitudes. (Author)

(1053) Mazel, Ella. COLLEGE SELECTION BY COMPUTER. Journal of the National Association of College Admissions Counselors, 1970, 15(1), 12-15.
Describes own method of college selection for her son. (EK)

(1054) Medvene, Arnold M. PERSON-ORIENTED AND NON-PERSON-ORIENTED OCCUPATIONS IN PSYCHOLOGY. Journal of Counseling Psychology, 1970, 17(3), 243-246.
Chi/Square analyses of the responses of 470 male graduate students in psychology revealed significant relationships at the .05 level of confidence between and within person-oriented occupations and non-person-oriented occupations in psychology. (Author)

(1055) Megargee, Edwin I.; and Others. TIME ORIENTATION OF YOUTHFUL PRISON INMATES. Journal of Counseling Psychology, 1970, 17(1), 8-14.
The study, exploring affective attitudes toward the past, present and future, found that youthful offenders were oriented primarily toward the future and past, rather than the present. Attitudes toward the future were positive while the past and present were regarded negatively. (Author)

(1056) Meir, Elchanan I. EMPIRICAL TESTS OF ROE'S STRUCTURE OF OCCUPATIONS AND AN ALTERNATIVE STRUCTURE. Journal of Counseling Psychology, 1970, 17(1), 41-48.
Obtains a classification of occupations by interests based on an ordinal rather than on a nomial scale. The occupations in each field were found to be arranged in a hierarchical order. Two substructures, one comprising five and the other four fields of occupations, were established. (Author)

(1057) Melnick, Barry, and Hurley, John R. DISTINCTIVE PERSONALITY ATTRIBUTES OF CHILD-ABUSING MOTHERS. Journal of Consulting and Clinical Psychology, 1969, 33(6), 746-749.
Findings indicate that abusive mothers are unable to empathize with children and are frustrated in dependency needs, rather than hostile and overwhelmed by material responsibilities. Reprints available from John R. Hurley, Department of Psychology, Michigan State University, East Lansing, Michigan 48823. (KJ)

(1058) Melnotte, Judith M. THE APPLICATION OF PROJECT TALENT AND PROJECT PLAN DATA TO GOAL-ORIENTED CURRICULUM. California Personnel and Guidance Association Journal, 1970, 2(2), 22-26.
Describes individualized process whereby student proceeds at his own rate with materials geared to his ability and, in part, to his media preference. Participation by both parent and student in decision making is also discussed. (Author/CJ)

(1059) Meltzer, Malcolm L., and Levy, Bernard I. SELF-ESTEEM IN A PUBLIC SCHOOL. Psychology in the Schools, 1970, 7(1), 14-20.
Identifies some causes of school dissatisfaction, characteristics of students, school and home which may lead to school dropout. Mistrust between students and teachers leads to hostility, lack of self esteem and motivation. Need expressed for community approach, enabling students and teachers to have contact outside traditional patterns. (CJ)

(1060) Menacker, Julius; and Others. ARE JUNIOR-COLLEGE TRANSFERS SECOND-CLASS CITIZENS? Journal of the National Association of College Admissions Counselors, 1970, 14(3), 4-9.
Indicates need for continued updating of current programs, particularly in areas of specialized orientation, program coordination between junior and senior institutions, financial aid, increased communication between high school college counselors and admissions officers at both junior and senior college level. (CJ)

(1061) Merachnik, Donald. ASSESSING WORK POTENTIAL OF THE HANDICAPPED IN PUBLIC SCHOOL. Vocational Guidance Quarterly, 1970, 18(3), 225-229.
Discusses importance of seeking out potential strengths of handicapped, providing specialized testing, consulting and counseling parents, providing exploratory work experience, realistically appraising local labor market, communicating with local agencies in effort to establish workable training programs for handicapped. (CJ)

(1062) Merritt, Ray. ACADEMIC PERFORMANCE OF WORK-STUDY STUDENTS. Journal of College Student Personnel, 1970, 11(3), 173-176.
Study results suggest that the "Work Study Student" has aspirations similar to those of upperclass students and offsets his disadvantagement by working hard to attain his goals. (Author/CJ)

(1063) Metcalf, Lawrence E., and Hunt, Maurice P. RELEVANCE AND THE CURRICULUM. Phi Delta

Kappan, 1970, 51(7), 358-361.
Emphasizes curricular planning that considers social problems as seen by youth, helping young people to examine their basic assumptions about society in relationship to human values and social policies. (JK)

(1064) Meyer, James B.; and Others. BEHAVIORAL-REINFORCEMENT COUNSELING WITH RURAL HIGH SCHOOL YOUTH. Journal of Counseling Psychology, 1970, 17(2), 127-132.
Juniors (144) in three schools were assigned to four behavioral-reinforcement counseling treatments and controls in individual and small group settings. Findings: (1) all behavioral-reinforcement produced significantly more information-seeking behaviors; (2) no significant differences occurred between small group and dyadic counseling settings; and (3) females showed more information-seeking behavior than males. (Author)

(1065) Mialaret, G. THE ROLE OF PARENTS IN EARLY CHILDHOOD EDUCATION. International Journal of Educational Sciences, 3(1), 29-40.
Parents constantly influence--positively or negatively--the formation of their child's psyche. Throughout all their life they carry--embedded in their unconscious or subconscious--traces of parental influence. (CK)

(1066) Miller, C. Dean; and Others. MICRO-COUNSELING: AN EXPERIMENTAL STUDY OF PRE-PRACTICUM TRAINING IN COMMUNICATING TEST RESULTS. Counselor Education and Supervision, 1970, 9(3), 171-177.
While client ratings of the experimental and control groups did not differ significantly, judge ratings and changes in client pre-test and posttest attitude scores were statistically significant. (CJ)

(1067) Miller, Charles K.; and Others. RATER AGREEMENT ON WISC PROTOCOLS. Psychology in the Schools, 1970, 7(2), 190-193.
It was hypothesized that WISC subtests lend themselves to highly objective scoring and, therefore, ratings would be highly comparable. Results revealed discrepancies between raters. (Author)

(1068) Miller, Jerry L., and Menchinger, Frederick, G. COMPREHENSIVE PUPIL PERSONNEL SERVICES--THEIR DEFINITION AND IMPACT. School Counselor, 1970, 17(4), 301-303.
Comprehensive Pupil Personnel Services Team (CPPS) implies that all members of the team--teachers, administrators, counselors, specialists, etc.--have important contributions to make to meet schools' promise of working for development of total human beings. Pupil Personnel Services must be an integral part of total educational program. (Author)

(1069) Miller, Keith L. ADAPTING THE WIN EMPLOYABILITY ORIENTATION PROGRAM TO THE NEEDS OF A MEDIUM-SIZED COMMUNITY: BELLINGHAM, WASHINGTON. Journal of Employment Counseling, 1970, 7(1), 9-12.
Describes program instituted to fulfill "Orientation" component of Work Incentive Program (WIN), but adapted to meet realities and needs of the community. Certain elements of group counseling have been incorporated. Salient features are identified for purpose of illustrating what can be done at local level. (Author/EK)

(1070) Miller, Lyle L. PROFESSIONAL COMMITMENT. School Counselor, 1970, 17(3), 171-172.
Briefly stresses need for a set of beliefs and attitudes as guidelines within which the counselor can function. Lists suggested beliefs, to be altered as necessary by individuals. (CJ)

(1071) Mirels, Herbert L. DIMENSIONS OF INTERNAL VERSUS EXTERNAL CONTROL. Journal of Consulting and Clinical Psychology, 1970, 34(2), 226-228.
Factor analysis of the 23 I-E item responses (Rotter's I-E scale) given by 159 college females identifies two factors: (1) belief concerning felt mastery over the course of one's life; and (2) belief concerning the extent to which the individual citizen is deemed capable of exerting an impact on political institutions. Reprints from author, Department of Psychology, 1945 High Street, Ohio State University, Columbus, Ohio 43210. (Author)

(1072) Mitchell, Joyce Slayton. HIGH SCHOOL: RELEVANT? School Counselor, 1970, 17(5), 345-349.
If the counselor is going to make the high school experience relevant to the student, he must hear the student's questions and he must know something about behavior and the world outside the school as he teaches the student about work. (Author)

(1073) Moed, Martin G.; and Others. EXPERIMENTING WITH A SOCIAL SERVICE TECHNOLOGY PROGRAM. Junior College Journal, 1970, 40(6), 45-49.
Participants in the Social Service Technology Program for disadvantaged adults are salaried case aide trainees who are earning a 2-year college degree. (MS)

(1074) Moon, Mozetta, and Wilson, Doris. TEACHER-COUNSELOR COOPERATION: BUILDING SELF-CONCEPTS AND CONFIDENCE IN CHILDREN. School Counselor, 1970, 17(5), 364-366.
Describes a project to raise self image of all fifth graders by giving them responsibility of helping first grade children with difficulties, academic and adjustment. (Author)

(1075) Morrill, Weston H., and Oetting, E. R. OUTREACH PROGRAMS IN COLLEGE COUNSELING. Journal of College Student Personnel, 1970, 11(1), 50-52.
Growth of institutions, paucity of personnel, suggest need for counselors to engage in activities aimed at prevention of student difficulties. Results of survey of counseling center administrators (sixty percent response) indicate need for even more involvement to assist students in meeting pressures of the time. (CJ)

(1076) Morrison, Andrew P. CONSULTATION AND GROUP PROCESS WITH INDIGENOUS NEIGHBORHOOD WORKERS. Community Mental Health Journal, 1970, 6(1), 3-11.
A group experience with neighborhood workers in a Black ghetto community action program with a White psychiatrist as group leader focuses on the definition of the task of consultation, derivation of mutually agreed upon goals, evolution of the group and issues dealt with during the experience. (Author)

(1077) Morrison, Edward J. THE USE OF BEHAVIORAL OBJECTIVES IN INSTRUCTIONAL MATERIALS DEVELOPMENT. American Vocational Journal, 1970, 45(2), 46-48.

Although there is no procedure now available whereby one is led unerringly to the optimum instructional package for an objective, there are some working procedures, rules, and concepts which are very useful. These are discussed in two parts: analysis of objectives and designing of the learning program. (JK)

(1078) Moskowitz, Ronald. LEAVING THE DRUG WORLD BEHIND. American Education, 1970, 6(1), 3-6.
A counseling program to help high school drug addicts kick the habit met with extraordinary success in a California coastal town. (CK)

(1079) Moss, J. Joel., and King, K. F. INVOLVING STUDENTS FOR PRODUCTIVE LEARNING IN MARRIAGE AND FAMILY LIVING CLASSES. Family Coordinator, 1970, 19(1), 78-81.
Suggests meaningful involvement of students through "Group Oriented," "Sensitivity Oriented," and "Thinking Oriented" approaches to learning. Items in the "Involvement Pool" are useful in reminding teachers of the choice making they exercise every hour of the teaching day. (Author)

(1080) Muller, Sarah Denney, and Madsen, Charles H., Jr. GROUP DESENSITIZATION FOR "ANXIOUS" CHILDREN WITH READING PROBLEMS. Psychology in the Schools, 1970, 7(2), 184-189.
Results showed that the reading placebo treatment was as effective as group desensitization in reducing reports of anxiety. Also revealed was that 26 of the 28 treatment subjects indicated on final evaluatory questionnaire that they had profited from study. (EK)

(1081) Mumford, Emily. PROMISES AND DISAFFECTIONS IN MENTAL HEALTH PROGRAMS IN SCHOOLS. Psychology in the Schools, 1970, 7(1), 20-7.
Literature review indicates general lack of success of mental health efforts due, in part, to formalized approach, bureaucratic procedures, excessive expectations. Success possible with small team supported by medical center and working closely with school. (CJ)

(1082) Murfin, Mark. I WAS A SLOW-LEARNER. Childhood Education, 1970, 46(5), 259-260.
Teachers should recognize that a wide range of ability and academic achievement in a classroom is normal, always present, and desirable. Such a range will not discourage or humiliate the slow-learner, but encourage him to proceed at his own pace. (NH)

(1083) Muro, James J. AN EMPLOYMENT PRACTICUM FOR COUNSELORS. Improving College and University Teaching, 1969, 17(4), 279-280.
A suggestion for remedying the present situation in which high school counselors are not well enough prepared in dealing with non-college bound youth. (AD)

(1084) Muro, James J., and Revello, Edward A. COUNSELOR-STUDENT PERCEPTIONS OF THE EXTENT OF PERFORMANCE OF GUIDANCE SERVICES. School Counselor, 1970, 17(3), 193-198.
Study notes the great differences in performance between counselors in order to clarify the counselor role for better effectiveness. (CJ)

(1085) Murphy, Mary Kay. SUCCESS IN EARLY COUNSELING. American Education, 1970, 6(2), 3-7.
A counseling program designed to help one grade school child with learning problems is successfully fulfilling its objective. (CK)

(1086) Murphy, Richard F. AN ATTITUDE SCALE FOR DENTAL HEALTH. Journal of School Health, 1970, 40(5), 268-270.
Describes development of a scale and the testing of that scale for reliability and validity. Concludes that cultural, as well as dental factors, determine validity of an attitude scale for dental health. (Author/CJ)

(1087) Musso, Barbara Bonner. A MULTI-DISCIPLINARY APPROACH TO CHILD DEVELOPMENT. Improving College and University Teaching, 1969, 17(4), 262-263.
A plea for teamwork and collaboration among Education, Psychology and Medicine in order that vital contributions may be made to the study of child development. (Editor)

(1088) Myrick, Robert D. THE COUNSELOR-CONSULTANT AND THE EFFEMINATE BOY. Personnel and Guidance Journal, 1970, 48(5), 355-361.
Case study in which counselor discusses strategies for change with child's teacher, rather than directly with pupil. Resulting improved behavior is indication of how deviant children can be helped within the school program. (Author)

(1089) Nadler, David. TRAINING AND DEVELOPMENT AND THE YOUTH PROBLEM. Training and Development Journal, 1970, 24(1), 22-25.
A George Washington University senior who attended the 25th Anniversary Conference of ASTD was struck by the absence of thought and time devoted to the problem of young people entering the work force. (NL)

(1090) Nadler, Eugene B., and Fink, Stephen L. IMPACT OF LABORATORY TRAINING ON SOCIOPOLITICAL IDEOLOGY. Journal of Applied Behavioral Science, 1970, 6(1), 79-91.
To learn if the experience of small group democracy in a training laboratory generalizes to the more broadly theoretical issues of ideology, a before and after experimental design was utilized at a college training laboratory to gather more direct information. Results showed highly significant shifts in democratic directions on each of four scales measuring democratic attitudes. (Author)

(1091) Nagel, Charles. A BEHAVIORAL OBJECTIVES APPROACH TO HEALTH INSTRUCTION. Journal of School Health, 1970, 40(5), 255-258.
The project staff developed and evaluated nine instruction guides and tests, evaluated an innovative approach, conducted inservice staff education, constructed and refined pre- and post-tests for all grades in five unified school districts. (Author)

(1092) Navran, Leslie, and Posthuma, Allan B. A FACTOR ANALYSIS OF THE STRONG VOCATIONAL INTEREST BLANK FOR MEN USING THE METHOD OF PRINCIPAL FACTORS. Journal of Counseling Psychology, 1970, 17(3), 216-223.
Factors were rotated to simple structure by the Kaiser Varimax procedure. Seven factors resulted, accounting for 83.5 percent

of the total variance. The factors were defined by SVIB variables which had high loadings and high intercorrelations. Previous groupings into occupational families were challenged. A recommended regrouping of SVIB variables was proposed. (Author)

(1093) Nearine, Robert J. THE TEST, THE TIME, AND THE TEACHER. Measurement and Evaluation in Guidance, 1970, 2(4), 214-216.
This study deals with: (1) what kinds of test information were required by the teacher to adequately answer classroom questions; and (2) how this information could be better used to point out individual student strengths and weaknesses. An analysis of test scores revealed critical areas of informational weaknesses used as the basis of inservice training. (Author)

(1094) Nelson, Deane D. AN IDEA. School Counselor, 1969, 16(5), 359.
Reminders and informational pamphlets sent to students, faculty, and parents have been able to increase the use of counseling center facilities markedly. A sample appointment tear sheet is included. (Author/CJ)

(1095) Nelson, Dennis E., and Jones, G. Brian. SELECTED GUIDANCE SYSTEM COMPONENTS RELATED TO INSTRUCTION. Psychology in the Schools, 1970, 7(2), 153-158.
Identification of student needs and general groupings or clusters of them led to specification of 12 components comprising guidance system. Discusses recent work relative to three developmentally oriented components: (1) orientation in; (2) personal choice opportunities; and (3) personal problem solving behaviors. (Author)

(1096) Neugeboren, Bernard. OPPORTUNITY-CENTERED SOCIAL SERVICES. Social Work, 1970, 15(2), 47-51.
Proposes a social service model based on Community Progress, an antipoverty program in New Haven, Connecticut, aimed at helping the poor achieve upward social mobility by facilitating their use of existing opportunities in employment, housing and education. (Author)

(1097) Newman, Ian M. STATUS CONFIGURATIONS AND CIGARETTE SMOKING IN A JUNIOR HIGH SCHOOL. Journal of School Health, 1970, 40(1), 28-31.
Results of participant observation study of eighty students indicates that smoking plays an important role in determining school social status. Lack of such realization by the establishment, and a call for non-smoking ideal student model who often is actually a smoker, create contradiction in moral organization of school, recognizable only to other students. (Author/CJ)

(1098) Nichols, Martha A. THE THREE R'S--REACTION, REVOLT, AND REFORM. Journal of the National Association of Women Deans and Counselors, 1970, 33(2), 71-75.
Dean of students at Goucher College discusses not those students who make the news by violence, but those who have reacted to the existing campus and political structures and seek their reform through legitimate processes. (CJ)

(1099) Nidorf, Louis J. COMMUNITY MENTAL HEALTH MODEL APPLIED TO STUDENT PERSONNEL WORK. Journal of College Student Personnel, 1970, 11(1), 19-27.
Describes establishment and operation of a Student Service Center at San Fernando Valley State College, the intention of which is to assist students through active intervention to make a better adjustment to college environment. Center activities focus on research, community organization (campus), intervention, social action projects on campus and consultation. (CJ)

(1100) Norman, Nelson F. OMBUDSMEN: THEIR JOB AND FUNCTIONS. Journal of the Association of Deans and Administrators of Student Affairs, 1970, 7(4), 213-214.
Local needs must be considered in outlining a job description for a campus ombudsman. Given are 10 provisions, in addition to some notes on approach. (EK)

(1101) Norton, Joseph L. CURRENT STATUS OF THE MEASUREMENT OF VOCATIONAL MATURITY. Vocational Guidance Quarterly, 1970, 18(3), 165-169.
Presents review of recent work by W. D. Gribbons, P. R. Lohnes, J. Vriend, J. O. Crites, B. W. Westbrook and ties it in with that of D. E. Super. (CJ)

(1102) Nye, F. Ivan; and Others. FAMILY SIZE, INTERACTION, AFFECT AND STRESS. Journal of Marriage and the Family, 1970, 32(2), 216-225.
Synthesizes previous research on relationship of family size to attitudes. Reduces findings to four propositions and submits these propositions to additional tests utilizing secondary data from two large surveys. Substantively families of three or four children rank lower in all of the analyses than do families with one or two children. (Author)

(1103) Oakland, Thomas. A RATIONALE FOR COMPENSATORY EDUCATION PROGRAMS. Journal of Negro Education, 1970, 39(1), 26-33.
Relates two strategies of compensatory education to the origins of educational deficits. (JM)

(1104) Oberlander, Mark; and Others. FAMILY SIZE AND BIRTH ORDER AS DETERMINANTS OF SCHOLASTIC APTITUDE AND ACHIEVEMENT IN A SAMPLE OF EIGHTH GRADERS. Journal of Consulting and Clinical Psychology, 1970, 34(1), 19-21.
Firstborns were characterized by higher IQ scores than later-borns; family size was not related to measures used. A Birth Order X Family Size interaction was found for a measure of scholastic aptitude and measures of scholastic achievement. Interaction was a function of differentiation between firstborns and later-borns with increasing family size. (Author)

(1105) Oberteuffer, Delbert. SOME THINGS WE NEED AND SOME THINGS WE DO NOT NEED IN SEX EDUCATION--1970. Journal of School Health, 1970, 40(2), 54-65.
Delves into spectrum of issues involved in sex education in the schools. Teachers of sex education need to know implications of what they are doing for the individual and society. (EK)

(1106) Oberteuffer, Margaret. COLLEGE REACTION TO A PASS/FAIL THREAT. Journal of the National Association of College Admissions Counselors, 1970, 15(1), 8-9.
This study was conducted to determine reactions of 213 colleges and universities to an experimental program modifying existing letter grade evaluations given for all courses. (Author)

(1107) O'Block, Frank, and Marcum, Roger B. PROJECT UPGRADE--ONE YEAR LATER. Illinois School Research, 1970, 6(2), 33-40.
A project to help students make adequate adjustments to the social and emotional aspects of school was successful. (CK)

(1108) O'Connell, Vincent F. CHANNEL OF COMMUNICATION: ENCOUNTER GROUPS. Journal of the International Association of Pupil Personnel Workers, 1970, 14(1), 17-24.
Discusses an encounter group as a facilitator of personal growth and an aid in teaching individuals effective communication. (EK)

(1109) O'Hare, Robert W. EVALUATION OF GUIDANCE PROGRAMS. California Personnel and Guidance Association Journal, 1970, 2(2), 5-10.
Needed evaluation of programs can be achieved by applying to the guidance process the learner based evaluation procedure being developed for use with classroom instruction: (1) evaluation of outcomes; (2) informed selection of materials; (3) subsequent identification of process variables related to goal achievement. (Author)

(1110) OPPORTUNITY AND BLACK STUDENTS ARE GETTING TOGETHER. Journal of College Placement, 1970, 30(3), 58-62
At an extended roundtable, Black students met with representatives of Ford management to clarify role of industry and employment possibilities for Blacks. (CJ)

(1111) Overs, Robert P. A MODEL FOR AVOCATIONAL COUNSELING. Journal of Health, Physical Education and Recreation, 1970, 41(2), 36-38.
Describes the development of two technical instruments for implementing avocational choices--the Avocational Activities Inventory and the Avocational Activities File. (AN)

(1112) Paige, Joseph C. HEALTH PROGRAMS FOR THE DISADVANTAGED: IMPLICATIONS FOR SCHOOL HEALTH. Journal of School Health, 1970, 40(3), 123-126.
Expresses dissatisfaction with programs and proposes new model based on satellite center concept designed around neighborhood Health Center Model involving clusters of schools. (Author/CJ)

(1113) Pallone, Nathaniel J; and Others. JOB SATISFACTION RESEARCH OF 1966-67. Personnel and Guidance Journal, 1970, 48(6), 469-474.
Reviews earlier studies and 103 reports relating job satisfaction to some 53 variables. The format (overview, variables investigated, current emphasis) is standard. (Author)

(1114) Pancrazio, James J. A GROUP EXPERIENCE--FOR WHAT? Journal of the Student Personnel Association for Teacher Education, 1970, 8(2), 52-55.
Discusses five areas of concern related to utilization of group experiences: (1) insufficient training of group leaders; (2) possibility of groups becoming mystic cults; (3) equating of therapeutic gain with expressing of negative feeling; (4) lack of awareness that group change may result from pressure to conform; (5) possible harmful interactions. (Author/EK)

(1115) Paraskevopoulos, John, and McCarthy, Jeanne McRae. BEHAVIOR PATTERNS OF CHILDREN WITH SPECIAL LEARNING DISABILITIES. Psychology in the Schools, 1970, 7(1), 42-46.
Uses factor analysis to determine structure of problem behavior as perceived by mothers and teachers and to determine similarity among problem behaviors of disabled children, children in regular classes and disturbed or delinquent children. (Author)

(1116) Parker, Harold K. ON MAKING INCORRIGIBLE YOUTHS CORRIGIBLE. Journal of Secondary Education, 1970, 45(2), 57-60.
A program to improve the academic skills of San Francisco students and to encourage them to improve their attitudes and behavior met with success. (CK)

(1117) Patterson, C. H. SOME NOTES ON BEHAVIOR THEORY, BEHAVIOR THERAPY AND BEHAVIORAL COUNSELING. Counseling Psychologist, 1970, 1(4), 44-53.
Comments on article by Ray E. Hosford in same issue. Makes points on the learning process, conditioning, major difference between behavior therapy and "traditional" therapy. (CJ)

(1118) Payne, Paul A. MEANWHILE, BACK AT THE ITEMS.... Measurement and Evaluation in Guidance, 1970, 3(1), 28-34.
An approach to test interpretation which involves the selected use of scale items is presented. Examples are given where such item utilization could have appreciable effects upon the conclusions reached in vocational counseling. (Author)

(1119) Payne, Paul A., and Mills, Robert B. PRACTICUM PLACEMENT IN A COUNSELING-EMPLOYMENT AGENCY FOR DISADVANTAGED YOUTH. Counselor Education and Supervision, 1970, 9(3), 189-193.
To develop skills in working with the disadvantaged, special practicum experience was offered. Advantages were increased awareness of problems and expansion of interpersonal skills. Limitations included inefficiency of time use in this setting. (Author/CJ)

(1120) Pearce, Janice, and Garrett, H. Dean. A COMPARISON OF THE DRINKING BEHAVIOR OF DELINQUENT YOUTH VERSUS NON-DELINQUENT YOUTH IN THE STATES OF IDAHO AND UTAH. Journal of School Health, 1970, 40(3), 131-135.
Definite differences in drinking behavior were shown to exist between the delinquent and non-delinquent populations of this study; (1) a larger percentage of the delinquent group drank alcoholic beverages; (2) delinquent girls drank as frequently as delinquent boys, while non-delinquent girls who drank reported they did so less frequently than non-delinquent boys or delinquent girls; (3) the delinquent group began drinking at an earlier age; (4) delinquents were arrested for drinking more frequently than non-delinquents; (5) drinking did not appear to be influenced by demographic variables. (Author)

(1121) Pennscott, William W., and Sorenson, Mourits A. OAIS ACHIEVER PERSONALITY AND DESIRE FOR IMPROVEMENT IN READING AND STUDY SKILLS. Measurement and Evaluation in Guidance, 1970, 3(1), 25-27.
The results tend to support the statement in the OAIS Manual describing the Achiever Personality scale as a measurement of motivation and conscientiousness. (Author)

(1122) Perry, Pauline E. TOMMY'S CAREER CHOICE. School Counselor, 1970, 17(3), 182-188.
Presents skit designed to help students open doors to exploration of job possibilities. (CJ)

(1123) Peterson, Eleanor. THE OTHER DIMENSION. Journal of the National Association of Women Deans and Counselors, 1970, 33(3), 125-130.
Youth must realize that the goal of rebellion is not continued revolt but constructive change. Counselors can restore for each youth a sense of inclusion in the brotherhood of man by providing him an opportunity for involvement in the democracy and fostering in him a sense of personal responsibility which progressively commits him to an objectively ordered set of values. (Author)

(1124) Philips, Irving, and Szurek, Stanislaus A. CONFORMITY, REBELLION AND LEARNING: CONFRONTATION OF YOUTH WITH SOCIETY. American Journal of Orthopsychiatry, 1970, 40(3), 463-472.
This paper's thesis is that in society the pleasure and satisfaction associated with early successful learning in all areas of everyday living is much reduced and distorted during each developmental phase, so that subsequent learning is similarly affected. the inevitable frustration may be expressed in context of rebellion, alienation, and overconformity. (Author)

(1125) Phillips, Clinton E. A STUDY OF MARRIAGE COUNSELOR'S MMPI PROFILES. Journal of Marriage and the Family, 1970, 32(1), 119-130.
Profiles of 149 male marriage counselors were analyzed for mean of scales, standard deviations, variances, and for high and low point characteristics. Of these, 139 were judged by the writer as to ability to perform as marriage counselors. Symbolic interaction theory is the framework within which this research was done. (Author)

(1126) Pickarts, Evelyn M. PARENT EDUCATION: QUESTIONS FROM AN INTERNATIONAL CONFERENCE. Family Coordinator, 1970, 9(2), 124-133.
A widespread recognition of the need for parent education, the similarity of problems confronting the practitioner in whatever country he practices, and the ambiguity surrounding goals and method indicate a need for clarification and for action. The suggestion is made for international communication. (Author)

(1127) Pierce, Richard M., and Norrell, Gwendolyn. WHITE TUTORS FOR BLACK STUDENTS. Journal of College Student Personnel, 1970, 11(3), 169-172.
A small sample of volunteer graduate students were randomly assigned to two treatment groups and a control group to increase their ability to work effectively with specially admitted Black students. Results are positive but should be viewed with caution. Need for further study is indicated. (CJ)

(1128) Pierce, Richard M., and Schauble, Paul G. GRADUATE TRAINING OF FACILITATIVE COUNSELORS: THE EFFECTS OF INDIVIDUAL SUPERVISION. Journal of Counseling Psychology, 1970, 17 (3), 210-215.
Using a model developed by Carkhuff for predicting growth in interpersonal functioning, changes over time in the behavior of counseling interns on the facilitative dimensions of empathy, regard, genuineness and concreteness were examined. Interns having supervisors who were functioning at high levels changed significantly and positively. Interns who had supervisors functioning at low levels did not change, and in fact tended to decline slightly. (Author)

(1129) Pierce, Robert A., and Wolff, Thomas. MODIFICATION OF GROUP THERAPY FOR USE ON THE COLLEGE CAMPUS. Journal of American College Health Association, 1970, 18(3), 234-237.
Briefly explores pro's and con's of extra group contacts and suggests modification of traditionally opposed view because: (1) in a small college setting, chances of accidental outside meetings are great; and (2) such contacts provide opportunity to use newly learned behaviors with people who will provide honest and interested feedback. (CJ)

(1130) Pollock, Marion B. WHAT'S SO GOOD ABOUT BEHAVIORAL OBJECTIVES FOR HEALTH EDUCATION? Journal of School Health, 1970, 40(4), 173-178.
Discusses the advantages in the learning process of stating the objectives behaviorally on the basis that it is more important to know ways of discovering information than merely the information itself. (Author/CJ)

(1131) Polmantier, Paul C.; and Others. INTELLECTUAL ATTITUDES OF GRADUATE STUDENTS IN EDUCATION. Journal of College Student Personnel, 1970, 11(1), 33-34.
Brief discussion of study which compares orientation of graduate students differentiated on basis of major areas of study. Aimed at personnel workers, teachers who work with students having differentiated interests. Inventory used was Intellectualism-Pragmatism Scale (Yuker and Block, 1964). Data tables. (Author/CJ)

(1132) Pool, Donald A., and Brown, Robert. THE PEABODY PICTURE VOCABULARY TEST AS A MEASURE OF GENERAL ADULT INTELLIGENCE. Journal of Consulting and Clinical Psychology, 1970, 34(1), 8-11.
Evaluates Peabody Picture Vocabulary Test (PPVT) as a rapidly administrable test of intelligence. The PPVT and Doppelt Short Form of the WAIS were given to 150 outpatients. Results suggest clinicians should be cautious in making decisions about patients on the basis of PPVT scores. (Author)

(1133) Porter, Rutherford B. TEST RESULTS AS AN AID IN PERSONNEL SELECTION. Journal of Employment Counseling, 1970, 7(1), 36-39.
Determines effectiveness of Sixteen Personality Factor Questionnaire (16PF) and Otis Self-Administering Tests of Mental Ability as screening techniques in predicting leadership in a particular company. (EK)

(1134) Powell, Joann. HIGHER EDUCATION FOR THE BLACK STUDENT. Journal of College Student Personnel, 1970, 11(1), 8-14.
Explores historical perspectives of Black admissions to colleges, both White and Negro. Examines practices, since enactment of Civil Rights Act of 1964, in northern and southern White institutions and discusses impact on Negro colleges of current widespread recruitment of able Blacks by large White schools. (CJ)

(1135) Prediger, Dale. BIOGRAPHICAL DATA DIFFERENTIATING COLLEGE ATTENDERS FROM NONATTENDERS AT VARIOUS ABILITY LEVELS. Measurement and Evaluation in Guidance, 1970, 2(4), 217-224.
Subjects were 20,367 high school senior males who participated in the 1960 data collection phase of Project TALENT and who

responded to a 1961 followup questionnaire. Biodata obtained from a 394 item inventory were categorized in 14 areas revealing that the categories do not differentiate attenders from nonattenders according to ability levels. (Author)

(1136) Proctor, Samuel A. REVERSING THE SPIRAL TOWARD FUTILITY. Personnel and Guidance Journal, 1970, 48(9), 707-712.
Describes the counselor as one who is committed and communicates honestly and sincerely to Black students, knows the facts about the Black experience, enlightens his administration about Black students' needs and has first-hand knowledge about students' feelings regarding their curriculum. (Author)

(1137) Propper, Martin M., and Clark, Edward T. ALIENATION: ANOTHER DIMENSION OF UNDERACHIEVEMENT. Journal of Psychology, 1970, 75(1), 13-18.
The dimensions of Davids' alienation syndrome--pessimism, distrust, anxiety, egocentricity and resentment--significantly dichotomized High and Low Academic Achievers between both Bright and Superior Mental Ability groups of upper middle class male adolescents. Five independent projective and objective measures of the alienation syndrome were employed, and all intercorrelations among the tests were significant. It appears that these alienation traits are seriously interfering with the effective societal use of the LAA's intellectual resources. (Author)

(1138) Pruitt, Anne S. BLACK POOR AT WHITE COLLEGES--PERSONAL GROWTH GOALS. Journal of College Student Personnel, 1970, 11(1), 3-6.
Examines, through literature review, special problems and needs of educationally and culturally disadvantaged who find themselves in a new, often disinterested social and academic environment. Stresses necessity for "supportive" psychological as well as academic atmosphere. (CJ)

(1139) Reardon, Bruce J. UTILIZING OBJECTIVITY IN SCREENING FOR DISTRIBUTIVE EDUCATION. Balance Sheet, 1970, 51(6), 252-253.
A plan for selecting students to enter a distributive education cooperative program. (Editor)

(1140) Reddy, W. Brendan. SENSITIVITY TRAINING AS AN INTEGRAL PHASE OF COUNSELOR EDUCATION. Counselor Education and Supervision, 1970, 9(2), 110-114.
As result of a four-day T Group, significant gains were made on Barrett-Lennard Relationship Inventory. Three months later ratings by clients of group members revealed the number of significant correlations. (Author)

(1141) Redl, Fritz. PREADOLESCENTS - WHAT MAKES THEM TICK? A CHILDHOOD EDUCATION SPECIAL (FIRST IN A SERIES): CLASSIC STATEMENTS FROM THE EDUCATOR'S ARCHIVES. Childhood Education, 1970, 46(4), 201-204.
Discusses the individual and group psychology of preadolescence and offers suggestions for improving adult-child relationships. (Excerpt from "Preadolescents - What Makes Them Tick?" by Dr. Fritz Redl, published in Child Study in 1943.) (DR)

(1142) Reimanis, Gunars. TEACHER-PUPIL INTERACTION AND ACHIEVEMENT STRIVING IN THE KINDERGARTEN. Psychology in the Schools, 1970, 7(2), 179-183.
Focuses on achievement striving in kindergarten and that kindergarteners' striving would be affected by ratio of approval over disapproval received from teachers for achievement behavior. (Author)

(1143) Reiner, John R., and Robinson, Donald W. PERCEPTIONS OF COLLEGE ENVIRONMENT AND CONTIGUITY WITH COLLEGE ENVIRONMENT. Journal of Higher Education, 1970, 41(2), 130-139.
C. Robert Pace's College and University Environment Scales (CUES) was administered to seven groups at a small, private, non-denominational liberal arts college for women located in the Midwest. Differing environmental perceptions found among groups is discussed. (AD)

(1144) Reinherz, Helen, and Griffin, Carol Lee. THE SECOND TIME AROUND: ACHIEVEMENT AND PROGRESS OF BOYS WHO REPEATED ONE OF THE FIRST THREE GRADES. School Counselor, 1970, 17(3), 213-218.
Findings indicate that early retention may increase achievement, but is indicative of lack of readiness on part of child for learning. Suggests transitional or ungraded classes to assist them and avoid social stigma of being held back. (CJ)

(1145) Reitz, H. Joseph. CAREER ORIENTATION AND ACADEMIC ACHIEVEMENT AMONG ELEMENTARY EDUCATION MAJORS. Journal of Counseling Psychology, 1970, 17(3), 205-209.
Hypothesis suggested that due to class curricula differences, strong teaching career orientation would enhance upperclass student achievement, but would hinder freshmen achievement. Results support hypothesis for freshmen, sophomores and juniors, but not for seniors. (Author/CJ)

(1146) Renne, Karen S. CORRELATES OF DISSATISFACTION IN MARRIAGE. Journal of Marriage and the Family, 1970, 32(1), 54-66.
Findings suggest that unhappy marriage is a disability, analogous to minority race, economic deprivation or physical illness. (Author)

(1147) REPORT OF THE JOINT EFFORTS BY THE PHYSICIANS IN SCHOOLS COMMITTEE OF THE LOS ANGELES COUNTY MEDICAL ASSOCIATION AND THE LOS ANGELES CITY UNIFIED SCHOOL DISTRICT TO MEET THE SPECIAL HEALTH EDUCATION NEEDS OF CHILDREN IN GRADES 5 AND 6 OF THE ELEMENTARY SCHOOL. Journal of School Health, 1970, 40(2), 79-83.
Describes programmatic endeavors to improve health education by enlisting cooperation of community agencies and medical associations and utilizing instructional materials which have been evaluated in pilot programs. (CJ)

(1148) Resnik, Henry S. HIGH SCHOOL WITH NO WALLS. Education Digest, 1970, 35(7), 16-19.
An experimental high school program in Philadelphia, in which the students spend the day in various parts of the city and have an unusual curriculum, has met with a great deal of success and approval. (CK)

(1149) Richardson, Thomas E. SATISFACTION WITH COLLEGE: ITS RELATIONSHIP TO STUDENT-COLLEGE FIT. College Student Survey, 1970, 4(1), 19-23.
The Clark-Trow (1960) schema of student orientations and the

Pace (1963) model of the effective college environment were instruments used to examine 1,866 students in six institutions. Data analysis support hypothesis that student-college fit is related to college satisfaction. (Author/CJ)

(1150) Richek, Herbert G. ASSESSING THE MENTAL HEALTH OF COLLEGE STUDENTS: A COMPARISON OF THREE SAMPLES. Journal of School Health, 1970, 40(3), 139-144.
Suggests the Bown Self-Report Inventory (SRI) as particularly suitable for large-scale mental health assessment and screening purposes in college milieux and describes one study demonstrating its discriminatory capabilities. (Author)

(1151) Richek, Herbert G. JUNG'S TYPOLOGY AND PSYCHOLOGICAL ADJUSTMENT IN PROSPECTIVE TEACHERS: A PRELIMINARY INVESTIGATION. Alberta Journal of cf Educational Research, 1969, 15(4), 235-243.
The question of whether or not extroversion and introversion in prospective teachers is related to psychological adjustment is discussed. (CK)

(1152) Richmond, Bert O. CREATIVITY: ITS RELATIONSHIP TO THE COUNSELOR'S APPROACH. Journal of the Student Personnel Association for Teacher Education, 1970, 8(2), 56-63.
Article raises and answers questions about the relationship among constructs of creativity manifested by counselor trainees. The Porter Test of Counselor Attitudes, Consequences test and Alternative Uses test were administered to 27 graduate students in counselor education. Creativity was shown to have influence on the counselor's approach. Data tables included. (Author)

(1153) Roberts, Carl L., and Perry, Robert M. A TOTAL TOKEN ECONOMY. Mental Retardation, 1970, 8(1), 15-18.
A description of a program of behavior modification using principles of operant conditioning on residents at a mental retardation institution. (RD)

(1154) Roberts, Ralph R., and Engelkes, James R. WHO IS A TRAINED REHABILITATION COUNSELOR? Rehabilitation Counseling Bulletin, 1970, 13(3), 295-299.
Classification schema are compared and contrasted and suggestions are offered for resolution of the existing ambiguities. (Author)

(1155) Roberts, Robert D. PERCEPTIONS OF ACTUAL AND DESIRED ROLE FUNCTIONS OF SCHOOL PSYCHOLOGISTS BY PSYCHOLOGISTS AND TEACHERS. Psychology in the Schools, 1970, 7(2), 175-178.
Conclusions are: (1) psychologists and teachers report diversity in functions performed and responsibilities assumed by psychologists; (2) psychologists and teachers report differences in how psychologist distributes time and emphasis; (3) diversity exists on part of psychologists and teachers concerning functions of psychologists under more ideal circumstances; and (4) psychologists report they should be involved in more activities. (Author)

(1156) Robinson, John D. II. EFFECTS OF SUMMER ORIENTATION ON THE ADJUSTMENT OF FRESHMEN. Journal of the National Association of Women Deans and Counselors, 1970, 33(3), 134-138.
Data showed that students who attended summer orientation had a higher rate of adjustment and took their personal problems to individuals, rather than to counseling center. (Author/CJ)

(1157) Roche, Michael P. A SCHOOL COUNSELOR LOOKS AT THE EMPLOYMENT SERVICE. Manpower, 1970, 2(1), 22-24.
A review by a secondary school counselor of his experience during the summer as a counselor in job placement and counseling with an employment service in Chicago. (BC)

(1158) Rochester, Dean E. PERSISTENCE OF ATTITUDES AND VALUES OF NDEA STUDENTS--TWO YEARS POST INSTITUTE. Counselor Education and Supervision, 1970, 9(3), 205-206.
Indications are that counselor attitudes do not alter appreciably by the end of either the first year following institute training, or the second. Perhaps a one year followup would be sufficient. (CJ)

(1159) Rogers, Michael S. ORIENTATION PRACTICES FOR TRANSFER STUDENTS. New York State Personnel and Guidance Journal, 1970, 5(1), 24-28.
With increasing mobility and, therefore, transfer students, it is important to know results of: (1) lack of uniform orientation practices; and (2) disagreement by professionals over value of orientation. (CJ)

(1160) Rosenthal, Ted L.; and Others. PEDAGOGICAL ATTITUDES OF CONVENTIONAL AND SPECIALLY-TRAINED TEACHERS. Psychology in the Schools, 1970, 7(1), 61-66.
Short term intensive training and long term diffuse training under resource personnel both produced substantial modification of teacher classroom behaviors. Creates optimism regarding reliance upon environmental stimulation to foster academic and behavioral improvements. (CJ)

(1161) Rossmann, Jack E., and Kirk, Barbara. COMPARISON OF COUNSELING SEEKERS AND NONSEEKERS. Journal of Counseling Psychology, 1970, 17(2), 184-188.
Men using counseling experienced more difficulty with their families and had more personal discomfort. Women users had higher scores on quantitative section of School and College Ability Test, lower scores on Impulse Expression scale of Omnibus Personality Inventory, came from families with lower incomes, and were more likely to plan full time work after graduation. (Author)

(1162) Rossmann, Jack E., and Kirk, Barbara A. FACTORS RELATED TO PERSISTENCE AND WITHDRAWAL AMONG UNIVERSITY STUDENTS. Journal of Counseling Psychology, 1970, 17(1), 56-62.
School and College Ability Tests (SCAT), the Omnibus Personality Inventory and questionnaire data collected indicated that, as compared to persisting students, voluntary withdrawals had higher verbal ability and were more intellectually oriented. Voluntary withdrawals had significantly higher SCAT scores than the failures and the female withdrawals were less practically oriented than the female failures. (Author)

(1163) Rothenberg, Lillian. RELEVANCE IS A MANY-SPLENDORED THING. School Counselor, 1970, 17(5), 367-369.
Personal account of author's participation in a special program

to improve learning skills of disadvantaged New York City children, with concerns expressed over ignored need for all teachers and personnel workers to function as a team for sake of the child and family. (CJ)

(1164) Rousseve, Ronald. REASON AND REALITY IN COUNSELING THE STUDENT-CLIENT WHO IS BLACK. School Counselor, 1970, 17(5), 337-344.
The counselor must demonstrate an understanding awareness of the outlook the client has internalized and must help him scrutinize this outlook critically and make his own decisions about any changes he desires to make in the interest of greater personal fulfillment. (Author)

(1165) Rowland, G. Thomas, and McGuire, Carson. THE DEVELOPMENT OF INTELLIGENT BEHAVIOR VII: IRVING E. SIGEL. Psychology in the Schools, 1970, 7(2), 139-145.
Describes formulation of distancing hypothesis and introduction of the terms distal and distancing, reflecting interaction between understanding origins of intelligent behavior (which is genetic epistemology) and the education of the child. (Author)

(1166) Rubin, Eli Z. A PSYCHO-EDUCATIONAL MODEL FOR SCHOOL MENTAL HEALTH PLANNING. Community Mental Health Journal, 1970, 6(1), 31-38.
The emphasis is on the use of a behavior checklist to identify maladjusted children, supplemented by a psychological assessment of cognitive, perceptual, and motor functions to screen for "high-risk" subjects. (Author)

(1167) Russell, J.C.H. SCHOOL HEALTH COMMITTEES. Journal of School Health, 1970, 40(2), 77-79.
Briefly discusses activities of committee and its cooperative efforts with state (Wisconsin) to provide adequate examinations for pupils as well as certification for teachers of health. (CJ)

(1168) Russell, R.D. BLACK PERCEPTIONS OF GUIDANCE. Personnel and Guidance Journal, 1970, 48(9), 721-728.
The demand that administrators employ more Black counselors reveals grievances against guidance that have deeper roots than just current social revolution. This article examines the Black student's view of guidance in order that counselors might develop a role for the profession that will serve this student more effectively. (Author)

(1169) Sacks, Sylvia R. PASTORAL EDUCATORS PREPARE TO LEAD YOUTH: THE NEW SEXUALITY. American Journal of Orthopsychiatry, 1970, 40(3), 493-502.
Before help can be given, the young must be willing to trust the guidance offered. Sensitizing educator-counselors to this need was the goal of the program. (Author)

(1170) Sandis, Eva E. THE TRANSMISSION OF MOTHERS' EDUCATIONAL AMBITIONS, AS RELATED TO SPECIFIC SOCIALIZATION TECHNIQUES. Journal of Marriage and the Family, 1970, 32(2), 204-210.
According to the data the association between specific socialization practices and students' educational plans is very small in comparison to the independent, positive association between mothers' educational plans for their children and students' own plans. Perhaps specific socialization practices are not as important as has been thought in conveying their parents' values to children. (Author)

(1171) Scheinfeld, Daniel R.; and Others. PARENTS' VALUES, FAMILY NETWORKS, AND FAMILY DEVELOPMENT: WORKING WITH DISADVANTAGED FAMILIES. American Journal of Orthopsychiatry, 1970, 40(3), 413-425.
Reports and evaluates strategy for working with disadvantaged families whose preschool children are showing signs of slow development. A series of concrete activities commensurate with the parents' own value system are introduced into family life. Through this process parents' ideas concerning child-rearing become more developmental. (Author)

(1172) Schetlin, Eleanor M. THE PETER PRINCIPLE AND STUDENT PERSONNEL WORK. Journal of College Student Personnel, 1970, 11(3), 167-168.
Student personnel workers must value highly those working directly and successfully with students, and place only their best workers in direct contact with students. (Author)

(1173) Schlekat, George A.; and Others. WHO REALLY GETS FINANCIAL AID? Journal of the National Association of College Admissions Counselors, 1970, 14(3(, 20-24.
Panel members (George A. Schlekat, David Johnson, Silas Purnell) agree that aid does not go to those most in need and until system is revamped, our colleges will remain closed to those too disadvantaged to achieve well on standard tests, or to raise minimum personal funds. (CJ)

(1174) Schmidt, Lyle D., and Strong, Stanley R. "EXPERT" AND "INEXPERT" COUNSELORS. Journal of Counseling Psychology, 1970, 17(2), 115-118.
Six males interviewed the same male confederate client. Thirty-seven students viewed video tapes of first 5 minutes of interview, rated that interviewer's "expertness," and listed cues of his expertness. Mean ratings of expertness were nearly the reverse of the order of the interviewers' training and/or experience. (Author)

(1175) Schmitt, Henry E. VOCATIONAL AGRICULTURE AND THE CHALLENGE OF RURAL POVERTY. Agricultural Education Magazine, 1970, 42(8), 206-207.
Guidelines suggested include: (1) adopting the education of the rural poor as a major goal; (2) basing classroom and occupational experiences on realistic career objectives; (3) utilizing the expertise of other school specialists; (4) involving parents in the education of their children; and (5) preparing teachers for work with deprived people. (DM)

(1176) Schneeweiss, Stephen M. THE COMPUTER IN SCHOOL HEALTH SERVICES. Journal of School Health, 1970, 40(3), 145-148.
Urges extended use of existing computers to analyze health records and gives survey results of institutions doing work in such analysis. Discusses operation of a specific project at Ithaca College. (CJ)

(1177) Schoen, Kathryn. COMMUNICATE WITH PREDICTABILITY. American Journal of Occupational Therapy, 1969, 24(1), 19-23.
Both the process of learning and the process of communication are concerned with effecting a change in behavior. If the ability to interact with others is improved, then accuracy in predicting behavior can be improved. (Editor)

(1178) Schulman, Robert; and Others. THE APPALACHIAN EDUCATIONAL LABORATORY PRESCHOOL PACKAGE. Appalachian Advance, 1970, 4(4), 9-31.
A collection of articles and materials related to the purposes, operation, and effectiveness of an experimental program in preschool education based on the cooperative participation of a wide variety of individuals and groups in rural areas. (JS)

(1179) Schultz, Richard E. COMPUTER-ASSISTED EDUCATIONAL RESEARCH (CAER). Psychology in the Schools, 1970, 7(2), 108-111.
Describes characteristics of computer assisted educational research (CAER) system. CAER provides a practical and feasible means of automating mundane aspects of educational research, such as selecting a problem, designing the study and analyzing data providing the researcher time for more rewarding activities. (EK)

(1180) Schvaneveldt, Jay D.; and Others. CONCEPTS OF "BADNESS" AND "GOODNESS" OF PARENTS AS PERCEIVED BY NURSERY SCHOOL CHILDREN. Family Coordinator, 1970, 19(1), 98-103.
Two interviews with each of eighty-six children, three to five years of age, indicate that boys and girls can verbalize perceptions at this age. Perceptions and concepts relating to "goodness" and "badness" are categorized and illustrate sex patterns, role perception and criteria for children's assessments. (Author)

(1181) Schwartz, Jerome L. INSIGHTS INTO THE SMOKER'S PROFILE. Journal of School Health, 1970, 40(3), 127-131.
The Smoking Control Research Project showed that most smokers wish to quit and that many of them can. It is necessary to present these smokers with the opportunities to quit, and then make the environment supportive of nonsmoking. (Author)

(1182) Scott, C. Winfield. CHANGES IN FOLLOW-UP DATA FOLLOWING MARKED CHANGES IN A COUNSELOR EDUCATION PROGRAM. Counselor Education and Supervision, 1970, 9(3), 195-204.
Significant changes occurred after marked changes in the counselor education program studied, and these changes were generally in the direction of further professionalization of counseling and guidance. (Author)

(1183) Seagoe, May V. AN INSTRUMENT FOR THE ANALYSIS OF CHILDREN'S PLAY AS AN INDEX OF DEGREE OF SOCIALIZATION. Journal of School Psychology, 1970, 8(2), 139-144.
An instrument for the study of socialization has been developed, norms for American suburban middle class boys and girls provided, sex differences in socialization and the leading role of the school in fostering more complex forms of social interaction in play have been demonstrated. (Author)

(1184) Seeley, Creighton F. FAMILY LIFE EDUCATION - IMPLICATIONS FOR COUNSELORS. Canadian Counselor, 1970, 4(1), 63-67.
Discusses status of teacher preparatory courses, attitudes and needs of students and parents, characteristics of persons teaching sex education. (Author)

(1185) Segal, Stanley; and Others. THE PLACEMENT ANNUAL REPORT. Journal of College Placement, 1970, 30(4), 62-72.
Two-part presentation consisting of: (1) study of reports indicating lack of imagination on part of placement directors; and (2) nonstereotyped approach which puts emphasis on operating principles rather than on statistical data. (Author/CJ)

(1186) Seim, Robert M. NIGHT COUNSELING. School Counselor, 1970, 16(3), 172-174.
Discusses success of evening programs to plan with parents, the high school program of graduating students. Parents did not feel threatened when all other parents also saw counselors. (CJ)

(1187) Selig, Hannah. SOCIOECONOMIC STATUS AND CHILDREN'S INTERESTS. Childhood Education, 1970, 46(4), 225-227.
Describes research study comparing expressed interests of upper middle and upper lower class fourth grade children and the implications of results for school program planning. (DR)

(1188) Shade, Ruth H. PARENTAL RESISTANCE TO HOSPITAL TREATMENT OF ADOLESCENTS. Adolescence, 1969, 4(16), 511-524.
Many parents of mentally disturbed adolescents experience inner conflicts in dealing with the necessity of putting their offspring under professional care in a clinic. Often, these conflicts cause them to withdraw their children from hospital care against medical advice. (CK)

(1189) Shane, June Grant, and Shane, Harold G. GUIDANCE AT AN EARLY AGE. Education Digest, 1970, 35(6), 21-23.
A vigorous and effective counseling program should be implemented at the elementary school level. (CK)

(1190) Sharf, Richard. RELATIVE IMPORTANCE OF INTEREST AND ABILITY IN VOCATIONAL DECISION MAKING. Journal of Counseling Psychology, 1970, 17(3), 258-261.
Seventy-six college students rated each of 100 occupations either high or low with respect to their interest and ability in each one. Pairings for specific occupations were presented to each subject in a forced-choice format. Self-rated interest was found to be significantly more important than self-rated ability in choosing between two occupational alternatives in high, low and mixed preference choice situations. (Author)

(1191) Shechtman, Audrey. PSYCHIATRIC SYMPTOMS OBSERVED IN NORMAL AND DISTURBED CHILDREN. Journal of Clinical Psychology, 1970, 26(1), 38-41.
Children in a mental health clinic compared with matched normal controls evidenced more disturbed behavior symptoms. (EK)

(1192) Shemberg, Kenneth, and Keeley, Stuart. PSYCHODIAGNOSTIC TRAINING IN THE ACADEMIC SETTING: PAST AND PRESENT. Journal of Consulting and Clinical Psychology, 1970, 34(2), 205-211.
All schools granting the PhD in clinical psychology were surveyed. Findings indicate shift away from training in projectives with a corresponding increase in emphasis on objective approaches. Newer programs are deemphasizing training in diagnostics in general. Reprints from Kenneth Shemberg, Department of Psychology, Bowling Green State University, Bowling Green, Ohio, 43402. (Author)

(1193) Sherman, Richard C., and Poe, Charles A. FACTOR-ANALYTIC SCALES OF A NORMATIVE FORM OF THE EPPS. Measurement and Evaluation in Guidance, 1970, 2(4), 243-248.
The 135 items from the EPPS were arranged in 5-choice Likert format and presented to 315 subjects. Results suggested that reliable and meaningful measurement of each of four underlying dimensions in the normative form of the EPPS is possible with the four factor analytic scales developed. (Author)

(1194) Shilt, Bernard A. THE CHANGING IMAGE OF VOCATIONAL-TECHNICAL EDUCATION; PAST PRESIDENT'S REPORT. American Vocational Journal, 1970, 45(2), 14-16.
The report of the out-going president of the American Vocational Association outlines changes in the image of vocational education which occurred during his term of office. He discusses federal support, recognition by educational administrators, programs for the disadvantaged, vocational guidance, and teaching devices and techniques. (JK)

(1195) Shoben, Edward J., Jr. THE CAMPUS COMMUNITY AND THE FUTURELESS GENERATION. Counseling Psychologist, 1969, 1(3), 1-13.
Discusses discontent of students in light of ideological differences concerning Vietnam, pollution, overpopulation, racial strife. First of two indepth articles, in same issue, on college students. (CJ)

(1196) Shoben, Edward J., Jr. A REBUTTAL IN GRATITUDE. Counseling Psychologist, 1969, 1(3), 61-66.
Comments on series of critiques to set of two articles by Shoben, all in this issue. (CJ)

(1197) Shoben, Edward J., Jr. STUDENT UNREST: THE CLIMATE OF PROTEST. Counseling Psychologist, 1969, 1(3), 14-32.
Second article by same author in this issue on student activism. Notes philosophical differences regarding power structure, decision making, at the college level, which are probably manifestations of deeper discontent over social issues which students cannot directly control. Followed by seven critical reviews. (CJ)

(1198) Siess, Thomas F., and Jackson, Douglas N. VOCATIONAL INTERESTS AND PERSONALITY: AN EMPIRICAL INTEGRATION. Journal of Counseling Psychology, 1970, 17(1), 27-35.
The Personality Research Form (PRF) and the Strong Vocational Interest Blank (SVIB) were administered to 212 males. An analysis yielded seven interpretable factors. Factors were associated with orientations toward achievement-related goals, human relations management, impulse expression, practical goals, managerial control, aesthetic-intellectual goals and social contact. (Author)

(1199) Sieveking, Nicholas A., and Chappell, James E. REACTIONS TO THE NAMES "COUNSELING CENTER" AND "PSYCHOLOGICAL CENTER." Journal of Consulting and Clinical Psychology, 1970, 34(1), 124-127.
A questionnaire administered to 376 college students on three campuses found consistent differences in reactions to names "Counseling Center" (CC) and "Psychological Center" (PC). The CC-PC differences are discussed as they relate to issues in clinical and counseling psychology. (Author)

(1200) Silverman, Julian, and King, Catherine. PSEUDO PERCEPTUAL DIFFERENTIATION. Journal of Consulting and Clinical Psychology, 1970, 34(1), 119-123.
Two studies employing rod-and-frame test (RFT) and a size-estimation measure of "extensiveness of scanning" reported. Results indicated perceptual differentiation interpretation of RFT performance erroneous for certain kinds of Ss. (Author)

(1201) Silverstein, A. B. REAPPRAISAL OF THE VALIDITY OF WAIS, WISC AND WPPSI SHORT FORMS. Journal of Consulting and Clinical Psychology, 1970, 34(1), 12-14.
Data from the WAIS, WISC and WPPSI Standardization samples were used to reappraise validity of all short forms of two, three, four and five subtests. Results were compared with those given by McNemar's formula. The corrected formula gave lower values and selected "best" short forms that differed from McNemar's formula. (Author)

(1202) Simmons, Adine; and Others. STUDENTS IN RECRUITING AND SELECTION. Journal of the National Association of College Admissions Counselors, 1970, 14(3), 25-27.
Panel discussion by Adine Simmons, University of Chicago, Wesley Martin, Jr., University of Wisconsin, and Robert L. Jackson, Oberlin College, focusing on use of minority college students in recruiting. Theory is that only a minority student, succeeding at a particular college, can fully relate to other minority students. Confidentiality is a considered issue, but not one to cause alarm. (CJ)

(1203) Simpson, Bickley F. THEORIES OF PIAGET AND THE TECHNIQUE OF THE MATRIX. Journal of Education, 1969, 152(1), 72-74.
Handicapped children use less abstract tools of thought than normal learners. They need to be shown in a structured and systematic way how to group objects in an increasing number of categories and to place these categories in serial order. (CK)

(1204) Simpson, Robert L. STUDY OF THE COMPARABILITY OF THE WISC AND THE WAIS. Journal of Consulting and Clinical Psychology, 1970, 34(2), 156-158.
Subtests of the two instruments were administered in randomized order to 120 16-year-old students. Analysis of variance revealed higher WAIS than WISC Verbal, Performance, and Full Scales IQ's. The WISC and WAIS are not comparable for below average intelligence students. Reprints from author at 800 North State College Boulevard, Fullerton, California, 92631. (Author)

(1205) Simpson, Shirley. PERMISSIVE COLLEGE ADMISSIONS POLICIES AND MINORITY STUDENTS' SELF-CONCEPTS. School Counselor, 1970, 17(3), 208-211.
Suggests that it is unrealistic and unfair to encourage low achievers to attend college when they cannot compete with rest of qualified campus, Black and White. These educationally and culturally disadvantaged should be motivated to take pride in what they can achieve, not forced into molds where they cannot. (CJ)

(1206) Sindos, Louise King. A PROGRAM FOR THE ENCOURAGEMENT, MOTIVATION, AND EDUCATION OF THE HIGH SCHOOL DROPOUT. American Journal of Orthopsychiatry, 1970, 40(3), 512-519.
This paper describes an innovative approach to reclaim school dropouts by helping them establish an identity in society. They

are led to see the point in pursuing educational goals commensurate with their interest and potential. (Author)

(1207) Sisler, Grovalyn. STUDENT REACTION TO AN AUDIO-TUTORIAL SYSTEM. Journal of Home Economics, 1970, 62(1), 40-42.
According to this study, students respond very favorably to the audiotutorial system of instruction and generally prefer it to the lecture method. In addition to describing an audiotutorial laboratory and students' evaluations of specific parts of it, the author projects plans to develop a completely independent study system. (Editor)

(1208) Slaughter, Diana T. PARENTAL POTENCY AND THE ACHIEVEMENTS OF INNER-CITY BLACK CHILDREN. American Journal of Orthopsychiatry, 1970, 40(3), 433-440.
Seventy-two working class mothers of inner-city Black kindergarten children were administered an Educational Attitude Survey. The variable, futility, or sense of powerlessness with regard to the educational system, was not found to be significantly correlated with children's achievements. (Author)

(1209) Smith, Gene M. RELATIONS BETWEEN PERSONALITY AND SMOKING BEHAVIOR IN PREADULT SUBJECTS. Journal of Consulting and Clinical Psychology, 1969, 33(6), 710-715.
Study of 56 high school and junior high school students yielded that smokers were lower on measures of "Agreeableness" and "Strength of Character," and were higher on measures of "Extraversion" than nonsmokers. Supports use of findings in developing antismoking educational campaigns aimed at preadults. Reprints available from author, Department of Anesthesia, Harvard Medical School, Massachusetts General Hospital, Boston, Massachusetts 02114. (Author)

(1210) Smith, Patrick B., and Kimmel, Ko. STUDENT-PARENT REACTIONS TO OFF-CAMPUS COHABITATION. Journal of College Student Personnel, 1970, 11(3), 188-193.
Parents of both sons and daughters expected university to assume a protective role toward students, while both male and female students wished for more liberal policies, according to survey results. (CJ)

(1211) Smith, Paul M., Jr. MEN WHO THINK BLACK. Personnel and Guidance Journal, 1970, 48(9), 763-766.
A bibliography of books from 1968 to 1969 concerning the history, religion, literature and protest of Black Americans, meant to help counselors in understanding the Blacks they counsel. (EK)

(1212) Smith, Richard B., and Mangum, Robert. DELAYED RECALL VERSUS RECOGNITION AS A PREDICTOR OF HIGHER LEVEL COGNITIVE ACHIEVEMENTS. Psychology in the Schools, 1970, 7(2), 167-171.
Concerned with comparisons of performance of students who can recall a principle after a period of years as opposed to those who can only recognize the principle. Subjects were 218 college juniors asked to recall seven principles typically included in junior high science curriculum. Analysis of data indicated forgotten principles were never learned. (Author)

(1213) Smith, Thomas W. DEVELOPMENT OF A RESEARCH-BASED AND COMPUTER-ASSISTED GUIDANCE PROGRAM. California Personnel and Guidance Association Journal, 1970, 2(2), 27-32.
Innovative program aids counselors to ensure that students' activities are congruent with their professional goals. (CJ)

(1214) Snider, Patricia A. A STUDENT COMES TO US. Journal of the National Association of Women Deans and Counselors, 1970, 33(3), 138-141.
Presents case for establishment of an orientation course to help new student in search for self-realization and motivation. (CJ)

(1215) Soares, Louise M., and Soares, Anthony T. A STUDY OF STUDENTS' SEX ATTITUDES AND TEACHERS' PERCEPTIONS OF STUDENTS' SEX ATTITUDES. Psychology in the Schools, 1970, 7(2), 172-174.
Study determines whether middle class teachers could or could not predict how disadvantaged students would respond on inventory dealing with sex attitudes. (Author)

(1216) Sorenson, Garth. A REACTION TO HOSFORD'S VERSION OF BEHAVIORAL COUNSELING. Counseling Psychologist, 1970, 1(4), 33-37.
Comment on article by Ray E. Hosford in same issue. Supports Hosford in general, but indicates limitations such as the lack of integration, lack of a plan for psychodiagnosis and failure to translate more of the psychological theory into a set of concrete guidelines for use in counseling. (Author)

(1217) Spadaford, Joan, and Greco, Frances. EARLY SELF CONCEPT, WORK HABITS AND THE WORLD OF WORK. New York State Personnel and Guidance Journal, 1970, 5(1), 17-23.
Presents discussion on a class unit designed to make children more aware of themselves by relating the unit to their future lives. (Author/CJ)

(1218) Sprafkin, Robert P. COMMUNICATOR EXPERTNESS AND CHANGES IN WORD MEANINGS IN PSYCHOLOGICAL TREATMENT. Journal of Counseling Psychology, 1970, 17(3), 191-195.
Results of an experiment to test predictions derived from balance theory about social influence and communication within a psychological treatment situation indicated that subjects changed their meanings of words when such changes were advocated by the counselors, and reported increased confidence when they apparently agreed with the counselors' word meanings, regardless of the counselors' level of expertise. (Author)

(1219) Sprague, Douglas G., and Strong, Donald J. VOCATIONAL CHOICE GROUP COUNSELING. Journal of College Student Personnel, 1970, 11(1), 35-36.
Describes approach evolved from Hewer's (1959) case-centered group counseling wherein each group member aimed at: (1) becoming expert in applying problem-solving method to process of vocational choice; (2) examining himself realistically; and (3) interacting with other group members for information exchange and support. (CJ)

(1220) Spratto, George R. TOWARD A RATIONAL VIEW OF DRUG ABUSE. Journal of School Health, 1970, 40(4), 192-196.
Discusses drug families, effects on those using them, how to present drug information accurately and without scare tactics. (Author)

(1221) Stamatakos, Louis C., and Isachsen, Olaf. TOWARDS MAKING THE UNIVERSITY OMBUDSMAN A MORE EFFECTIVE FORCE IN HIGHER EDUCATION: A COMPARATIVE STUDY. Journal of the Association of Deans and Administrators of Student Affairs, 1970, 7(4), 190-194.
It is the writers' opinion that for the university ombudsman to be fully functioning, the parameters of his job must be quite similar to those constituted for his Scandinavian counterparts. They propose that, although organizationally responsible to the president, he is accountable to the total university community. (Author)

(1222) Stanton, Erwin S. THE BIG COMPANY - SMALL COMPANY SYNDROME. Journal of College Placement, 1970, 30(3), 65-68.
Stresses importance of company size and orientation and offers factual questions to ask prospective employer before making decisions on where to seek employment. (Author/CJ)

(1223) Staples, Robert E. EDUCATING THE BLACK MALE AT VARIOUS CLASS LEVELS FOR MARITAL ROLES. Family Coordinator, 1970, 19(2), 164-167.
Suggests that most pragmatic approach to preparing Black males for marital roles would be a revitalization of their cultural heritage, which relies on internal motivation. (Author)

(1224) Stehbens, James A. ENURESIS IN SCHOOL CHILDREN. Journal of School Psychology, 1970, 8(2), 145-150.
Studies relating to the more popular explanations of enuresis are discussed and research relating to each is presented. Evidence supporting, or failing to support, treatment methods is also presented. Research possibilities for the school psychologist are suggested. (Author)

(1225) Stehbens, James A., and Carr, Donald L. PERCEPTIONS OF PARENTAL ATTITUDES BY STUDENTS VARYING INTELLECTUAL ABILITY AND EDUCATIONAL EFFICIENCY. Psychology in the Schools, 1970, 7(1), 67-73.
Results indicate that positive attitudes of parents are positively related to achievement while rejecting, inconsistent behavior is negatively associated. While some present findings support prior research, many are inconsistent with previous research. Other variables are suggested for further study. (CJ)

(1226) Stein, Carroll I.; and Others. A TEST OF BASIC ASSUMPTIONS UNDERLYING VOCATIONAL COUNSELING UTILIZING A DIFFERENTIAL CRITERION METHOD. Journal of Counseling Psychology, 1970, 17(2), 93-97.
A multiple regression technique was used on 1,020 cases to develop an index of rehabilitation potential which indicated that postcounseling behavior can be predicted significantly from precounseling information. (Author)

(1227) Stephens, Thomas M. PSYCHOLOGICAL CONSULTATION TO TEACHERS OF LEARNING AND BEHAVIORALLY HANDICAPPED CHILDREN USING A BEHAVIORAL MODEL. Journal of School Psychology, 1970, 8(1), 13-18.
A behavioral model relates observations of students' academic and social functioning to teaching strategies. In this system school psychologists acquire specific behavioral information about students' responses, types and schedules of reinforcement and sensory modes so they may select appropriate instructional strategies, including academic and social tasks, schedules of reinforcement, sensory modalities to be emphasized, and instructional materials. (Author)

(1228) Stern, Carolyn, and Gupta, Willa. ECHOIC RESPONDING OF DISADVANTAGED PRESCHOOL CHILDREN AS A FUNCTION OF TYPE OF SPEECH MODELED. Journal of School Psychology, 1970, 8(1), 24-27.
Study results cast doubt on the validity of a currently popular notion that Ghetto children learn more readily when instruction is presented in familiar dialect. More study is needed before accepting Dialect as a language of instruction for Black children. (Author)

(1229) Sternlicht, Manny; and Others. PSYCHOLOGICAL EVALUATIONS AND TEACHER ASSESSMENTS OF INSTITUTIONALIZED RETARDATES. Psychology in the Schools, 1970, 7(2), 164-167.
Examines relationship between psychological assessment and academic performance within framework of the largest residential facility for the mentally retarded in the world, Willowbrook State School, made possible by analysis of requests for psychological reevaluation of patients made by institution's Education Department. (Author)

(1230) Stevens, Douglas A.; and Others. THE HYPERKINETIC CHILD: EFFECT OF INCENTIVES ON THE SPEED OF RAPID TAPPING. Journal of Consulting and Clinical Psychology, 1970, 34(1), 56-59.
Examines rapid-tapping performance of 36 hyperkinetic and 36 control boys under conditions of free response, verbal urging and penny rewards. Hyperkinetics were unable to adjust to changing incentive conditions. (Author/EK)

(1231) Stewart, Richard A., and Donahur, Michael A. PURDUE's COMPUTER PROJECT: HOW IT BEGAN AND WHAT IT MEANS FOR PLACEMENT. Journal of College Placement, 1970, 30(4), 45-52.
A full scale, one year experiment shows how the computer can be utilized to sort out the best possibilities for student interviews in placement. Reactions concerning the project were favorable from both students and staff. (Author)

(1232) Stoll, Alan M. CONSUMER PARTICIPATION: A COMMON SOLUTION FOR THE CITY AND THE UNIVERSITY. Journal of American College Health Association, 1970, 18(3), 192-195.
Compares and contrasts ghetto and university health facilities and their treatment of patients. Suggests change in philosophy to enable more participation by patient in health matters of concern to him. Followed by analytical criticism, written by Maurice M. Osborne, Jr., M.D., Director of Student Health Services, Tufts University. (CJ)

(1233) Stordahl, Kalmer. EVALUATION OF A PROGRAM FOR THE POOR COLLEGE RISK. College and University, 1969, 45(1), 88-94.
Report on the Early Entry Institute at Northern Michigan University, a special eight-week summer program for high school graduates considered to be poor academic risks as college students. Institute students earned high average GPA during summer, which declined in the fall to a level not significantly different from the average of fall entrants. (AD)

(1234) Straub, Jean S.; and Others. ACADEMIC FREEDOM FOR INTERNATIONAL STUDENTS ON AMERICAN CAMPUSES. Journal of the National Association of Women Deans and Counselors, 1970, 33(2), 77-81.
Discusses concerns over status of foreign students involved in campus protest, particularly African students and issue of "Black separatism." Letter from Ewa U. Eko, Staff Associate for International Education, APGA, expresses need for African students to become involved because of their status as "men in the Middle." (CJ)

(1235) Stredl, Henry J. OCCUPATIONAL ORIENTATION AT THE ELEMENTARY LEVEL. Illinois Teacher for Contemporary Roles, 1970, 13(3), 104-107.
Considers the impact of the 1-68 amendments on vocational education and occupational orientation for students at the elementary level. (BC)

(1236) Strong, Stanley R., and Schmidt, Lyle D. EXPERTNESS AND INFLUENCE IN COUNSELING. Journal of Counseling Psychology, 1970, 17(1), 81-87.
Forty-nine college males rated need for achievement. Eight conditions were defined by: (1) two male interviewers; (2) expert or inexpert interviewer introduction; and (3) expert or inexpert interviewer performance. Results were: (1) subjects perceived interviewers as intended; (2) subjects in expert conditions changed ratings more between the first and third self-rating; and (3) the interviewers were differentially effective. (Author)

(1237) Strong, Stanley R., and Schmidt, Lyle D. TRUSTWORTHINESS AND INFLUENCE IN COUNSELING. Journal of Counseling Psychology, 1970, 17(3), 197-203.
Results of a counseling analogue study were that: (1) the role manipulation was weak as subjects responded positively to interviewer references to self and others; and (2) while trustworthiness did not effect immediate influence, agreement with the interviewer increased over time for subjects interviewed under confidential conditions and decreased for subjects interviewed under unconfidential conditions. (Author)

(1238) Stroud, James B. ON THE GENETIC BASIS OF INTELLIGENCE: A NOTE. Psychology in the Schools, 1970, 7(1), 88.
Commonality in culture, environment, home influences, does not produce commonality in intelligence. Suggestion offered that genetics may be an overriding faction. (Author)

(1239) Stuart, Richard B. OPERANT-INTERPERSONAL TREATMENT FOR MARITAL DISCORD. Journal of Consulting and Clinical Psychology, 1969, 33(6), 675-681.
Clarifies behavior change objectives of marital partners, suggesting a four step treatment approach culminating in an exchange of positive responses on a reciprocal basis. Summarizes treatment of four couples complaining of low rate conversational and sexual behavior, stressing use of a token system as prosthesis facilitation transition to increased positive reinforcement. (Author/EK)

(1240) Stubbins, Joseph. THE POLITICS OF COUNSELING. Personnel and Guidance Journal, 1970, 48(8), 611-618.
Important elements in the client-counselor interaction are found in the limitations imposed upon the counselor by the values of the institution. To cope effectively with such matters, counselors should be trained as social critics and develop a greater awareness of how their professional roles are shaped by institutional power structures. (Author)

(1241) Styles, F. R. GUIDANCE COUNSELING FROM THE RIGHT. Personnel and Guidance Journal, 1970, 48(5), 349-354.
An objectivistic philosophical conviction has prompted the author to abandon the "uh-huh" response of existentialist counseling and to do many things considered forbidden to counselors. The search for solutions, given as alternatives without advising or choosing, is a source of satisfaction to this counselor. Followed with a brief critical comment by Joan Chenault, Professor of Education at Southern Illinois University. (Author/EK)

(1242) Suinn, Richard M., and Brittain, Jackie. THE TERMINATION OF AN LSD "FREAK-OUT" THROUGH THE USE OF RELAXATION. Journal of Clinical Psychology, 1970, 26(1), 127-128.
Case of 19 year old male having LSD freak-out and his recovery after relaxation technique. (Author/EK)

(1243) Sullivan, Patrick F., and Roberts, Lynn K. RELATIONSHIP OF MANIFEST ANXIETY TO REPRESSION-SENSITIZATION ON THE MMPI. Journal of Consulting and Clinical Psychology, 1969, 33(6), 763-764.
Earlier studies have indicated similarity in psychological meaning between the two named scales; but, while the twenty-nine common items do make a significant contribution, a strong relationship was found when these items were omitted. Reprints available from Patrick F. Sullivan, Department of Psychology, Albion College, Albion, Michigan, 49224. (Author)

(1244) Sullivan, Tim. DEVELOPING PROBLEM-SOLVING ABILITY IN SLOW LEARNING ELEMENTARY STUDENTS. Journal of Creative Behavior, 1969, 3(4), 284-290.
Attitudes acquired by a child in his early school years influence his later decision to continue schooling or drop out. The Creative Problem Solving Class students are given an opportunity to progress at their own pace. Every creative process is utilized, and a better self-image is the result. (CK)

(1245) Super, Donald E. USING COMPUTERS IN GUIDANCE: AN EXPERIMENT IN A SECONDARY SCHOOL. Canadian Counselor, 1970, 4(1), 11-20.
Describes the Educational and Career Exploration System (1969), its use in one school, some results of a current evaluation study. Basic computer involved is the IBM 360. (Author/CJ)

(1246) Suppes, Patrick, and Ihrke, Constance. ACCELERATED PROGRAM IN ELEMENTARY-SCHOOL MATHEMATICS--THE FOURTH YEAR. Psychology in the Schools, 1970, 7(2), 111-126.
Describes fourth year (1966-67) of a longitudinal study of 30 bright fourth graders. All but one student showed definite improvement for the combined performances of tests administered to measure progress. (EK)

(1247) Swaim, Roland. THE CASE FOR ON-CAMPUS SUMMER RECRUITING. Journal of College Placement, 1970, 30(4), 75-78.
With increasing summer enrollments, college placement services should consider expanded activities to provide adequate assistance to summer graduates. (Author)

(1248) Swisher, John D. COUNSELORS IN CONFLICT. School Counselor, 1970, 17(4), 272-279.
Examines relationship between school counselors' professional behavior and frequency, intensity, types and reactions to conflicts reported by teachers, counselors, and administrators. The process of professionalization should receive more attention. (Author)

(1249) Szasz, George. SEX EDUCATION AND THE TEACHER. Journal of School Health, 1970, 40(3), 150-155.
Describes multiple role of the teacher as a "sex educator," and examines the necessary skills for each. (CJ)

(1250) Tallman, Irving. THE FAMILY AS A SMALL PROBLEM SOLVING GROUP. Journal of Marriage and the Family, 1970, 32(1), 94-102.

Analyzes relationship between "open channels of communication" and "centralization of authority," and "cultural" variables in terms of their contributions to optimal problem solving structures and activities. (Author)

(1251) Tautfest, Patricia B., and Young, F. Chandler. STUDENT-PARENT ATTITUDES TOWARD COLLEGE REGULATIONS. Journal of the National Association of Women Deans and Counselors, 1970, 33(3), 105-111.
Analysis of survey data suggests need for flexibility in responding to variation in student maturity, such as alternatives in student housing, personal development programs and parent orientation regarding a realistic picture of student life. (CJ)

(1252) Temerlin, Maurice K. DIAGNOSTIC BIAS IN COMMUNITY MENTAL HEALTH. Community Mental Health Journal, 1970, 6(2), 110-117.
Mental health professionals and nonprofessionals observed an interview with a healthy man after hearing mental health professional characterize him as psychotic and both professional and nonprofessional subjects tended to diagnose the man as mentally ill. The biasing effect of prestige suggestion is discussed in terms of the efficacy of diagnosis to community mental health. (Author)

(1253) Tesconi, Charles A., Jr. EDUCATION AND THE LOSS OF SELF-ESTEEM. School and Society, 1970, 98(2323), 102-106.
The most important function of education is to develop in each individual self-awareness and self-esteem. However, education in our technological society stifles individuality and encourages conformity. (CK)

(1254) Tharp, Roland G.; and Others. THE COMMUNITY MENTAL HEALTH CENTER AND THE SCHOOLS: A MODEL FOR COLLABORATION THROUGH DEMONSTRATION. Community Mental Health Journal, 1970, 6(2), 126-135.
This demonstration classroom offers direct therapeutic and academic service to 10 emotionally disordered adolescents, opportunities for observation, participation and training to teachers of the community. The foci are accurate observation, use of contingencies, the method of approximations and discrimination training. The impact is upon thousands of pupils, through the increased ability of trained teachers to maximize the school experience in their own classrooms. (Author)

(1255) Thelen, Mark H., and Varble, Duane L. COMPARISON OF COLLEGE STUDENTS SEEKING PSYCHOTHERAPY WITH NONTHERAPY STUDENTS ON COPING AND DEFENSE SCALES. Journal of Clinical Psychology, 1970, 26(1), 123-124.
Comparison of college students seeking psychotherapy with a similar group not seeking therapy revealed that the former group generally had higher defense and lower coping scores than the latter. (CK)

(1256) Thomas, Charles W. BLACK-WHITE CAMPUS AND THE FUNCTION OF COUNSELING. Counseling Psychologist, 1969, 1(3), 70-73.
Universities are poorly equipped to educate growing numbers of Blacks, and counselors try to fit them into existing molds rather than attempt to change institutions to accommodate student needs. Personnel have not adapted to change and cannot deal with culturally different students. (Author/CJ)

(1257) Thomas, Lucinda E.; and Others. EDUCATIONAL INTERESTS AND ACHIEVEMENT. Vocational Guidance Quarterly, 1970, 18(3), 199-202.
Findings partially support assumption that educational interests are factors related to academic success. Seven areas of the Educational Interest Inventory used were: Business Administration, Botany, Chemistry, History and Political Science, Sociology, Economics and Mathematics. (Author/CJ)

(1258) Thompson, Charles L. COUNSELING ELEMENTARY SCHOOL STUDENTS: TECHNIQUES AND PROPOSALS. Elementary School Guidance and Counseling, 1970, 4(3), 164-171.
Study sought to: (1) identify pupil learning, behavior and adjustment problems for which teachers feel they need remediation strategies; (2) present rationale for behavior change strategies; and (3) test two strategies for working with representative problems identified by teachers. Case studies appended. (Author/EK)

(1259) Thompson, Charles L., and Poppen, William A. COUNSELING THE UNWANTED YOUTH. School Counselor, 1970, 17(3), 178-181.
Suggests ways in which counselor can relate to those whose personalities and failures make them difficult to "like." (CJ)

(1260) Thompson, Richard W., and Wiley, Elizabeth. REACHING FAMILIES OF HOSPITALIZED MENTAL PATIENTS: A GROUP APPROACH. Community Mental Health Journal, 1970, 6(1), 22-30.
A short-term group approach has been developed utilizing principles of crisis intervention. Group sessions are offered during admission and predischarge phases. Achievable goals pertain to providing support and information to families and diagnostic information to staff. Supportive statistical data and case examples are presented. (Author)

(1261) Tillery, Dale. WILL THE REAL GUIDANCE COUNSELOR PLEASE STAND UP! College Board Review, 1969-70, 74, 17-23.
Discusses the SCOPE Project, a six-year, four-state study of high school student decision making. Reports on students' perceptions and comparisons between their teachers and counselors. Adapted from paper delivered before the American Personnel and Guidance Association, Las Vegas, April 1, 1969. (Editor/AD)

(1262) Toban, Eileen. PROFESSIONAL AND NONPROFESSIONAL MENTAL HEALTH WORKERS' MODES OF PERSUADING CLIENTS TO SEEK INSTITUTIONAL SERVICES. Journal of Consulting and Clinical Psychology, 1970, 34(2), 177-180.
Results indicated that the professionals chose to offer didactic help, and nonprofessionals chose to threaten clients with punishment or to stress immediate rewards. The two worker groups' preferences in appeals were related to their respective socioeconomic status and associated value systems. Reprints from author at 337 E. 81st Street, New York, New York, 10028. (Author)

(1263) Tomeh, Aida K. REFERENCE-GROUP SUPPORTS AMONG MIDDLE EASTERN COLLEGE STUDENTS. Journal of Marriage and the Family, 1970, 32(1), 156-166.
Findings show that the familial group, including kin, is

perceived to be most important in various areas of interest. The friendship group is important only in the social world of the student, and teachers are consistently overlooked in all areas. The pattern remains the same when differences in socioeconomic status and other social characteristics are considered. (Author)

(1264) Tomlinson, Robert M. HEALTH OCCUPATIONS. Illinois Teacher for Contemporary Roles, 1970, 13(3), 108-118.
The health occupations field is one of the most dynamic and fastest growing in vocational education. Described are current trends and developments, categories and specialties, roles and relationships, personnel resources, vocational education and cooperation and planning. (BC)

(1265) Tosi, Donald J. DOGMATISM WITHIN THE COUNSELOR-CLIENT DYAD. Journal of Counseling Psychology, 1970, 17(3), 284-287.
Different levels of counselor and client dogmatism combined additively in terms of their effect on client ratings of the relationship. Client ratings of the relationship were progressively higher as more openness occurred in the dyad. (Author)

(1266) Tosi, Donald J., and Carlson, William A. CLIENT DOGMATISM AND PERCEIVED COUNSELOR ATTITUDES. Personnel and Guidance Journal, 1970, 48(8), 657-660.
Analysis revealed small but significant negative correlations between client dogmatism and three of four counselor-expressed attitudes (congruence, empathy and unconditional positive regard). (Author)

(1267) Tourangeau, James. A COMPARISON OF THE NUMBER OF COUNSELING INTERVIEWS HELD WITH NEGRO AND NON-NEGRO COUNSELORS. Journal of Employment Counseling, 1970, 7(1), 26-31.
Presents in form of statements differing viewpoints, followed by description of services of Outreach Units, an operational hypothesis, and definitions of counselor effectiveness. Counselor activities are computed and contrasted. Results reveal no indication that Blacks are given less counseling or that they fail to partake of counseling with more frequency than non-Blacks. Implications are discussed. (Author/EK)

(1268) Trachtenberg, David. A SURVEY OF ATTITUDES TOWARD CERTAIN RACIAL ISSUES. Integrated Education, 1970, 8(2), 45-47.
Reports a questionnaire study in Middletown, New York, of the racial attitudes and knowledge of a total of 196 ninth and eleventh grade students. (JM)

(1269) Tseng, M. S., and Carter, A. R. ACHIEVEMENT MOTIVATION AND FEAR OF FAILURE AS DETERMINANTS OF VOCATIONAL CHOICE, VOCATIONAL ASPIRATION, AND PERCEPTION OF VOCATIONAL PRESTIGE. Journal of Counseling Psychology, 1970, 17(2), 150-156.
The subjects in whom the motive to approach success was greater than the motive to avoid failure had significantly more accurate perceptions of occupational prestige and higher occupational aspirations than subjects in whom the motive to avoid failure was greater than the motive to approach success. (Author)

(1270) Tucker, Betty Jo; and Others. ANATOMY OF A CAMPUS CRISIS CENTER. Personnel and Guidance Journal, 1970, 48(5), 343-347.
Describes organization and implementation of "Help Anonymous," a telephone counseling service for students in distress. Volunteers trained and supervised by professional personnel act as staff. Three services have thus far evolved--listening, information and referral. (Author)

(1271) Uhes, Michael J., and Shaver, James P. DOGMATISM AND DIVERGENT-CONVERGENT ABILITIES. Journal of Psychology, 1970, 75(1), 3-11.
On the basis of previous research, it was predicted that low dogmatic high school Ss would have superior fluency, flexibility, originality and composite divergent ability scores as compared to high dogmatic Ss. This hypothesis was supported. High dogmatic Ss performed convergent operations better than they performed divergent operations, while low dogmatic subjects performed both operations equally well. (Authors)

(1272) Ullmann, Leonard P. FROM THERAPY TO REALITY. Counseling Psychologist, 1970, 1(4), 68-72.
Comments on article by Ray E. Hosford in same issue. (CJ)

(1273) Underhill, Byrne. AN INTERVIEWER DISCUSSES THE FIRST HURDLE. Manpower, 1970, 2(3), 26-29.
Personal account, by placement counselor at large company, describing specific ways to help hard core unemployed obtain and keep jobs. (CJ)

(1274) Ury, Claude M. BOOKS IN THE FIELD: CAREER-RELATED GUIDANCE FOR YOUTH. Wilson Library Bulletin, 1970, 44(6), 621-631.
Counselors, in general have too little knowledge of vocational education and the labor market. This literature review covers many aspects of career guidance and suggests that the librarian should have an important role in providing reference help in this area. Includes extensive bibliography. (Author/JS)

(1275) Ury, Claude M. WHAT'S HAPPENING? Journal of Secondary Education, 1970, 45(2), 95-96.
Congressional legislation in the field of drug abuse by youth and the expected impact of this action are discussed. (CK)

(1276) Valentine, C. Glenn. THE PROCESS OF PI AND THE DESIGN OF A TOTAL ENVIRONMENT OCCUPATIONAL EDUCATION SYSTEM. National Society for Programmed Instruction Journal, 1970, 9(2), 8.
"The purpose of an occupational education system is to prepare individuals to work and live successfully in the total community environment...." This paper describes how the process of programmed instruction may be used in the design, development, implementation and maintenance of this type of occupational education system. (Author)

(1277) Van Hoose, William H., and Kurtz, Sister Marie. STATUS OF GUIDANCE IN THE ELEMENTARY SCHOOL: 1968-69. Personnel and Guidance Journal, 1970, 48(5), 381-384.
Examines number of counselors employed, sources of financial support, professional background, certification and state standards in the fifty states and four territories. (Author)

(1278) VanKoughnett, B. C., and Smith, Merle E. ENHANCING THE SELF CONCEPT IN SCHOOL. Educational

Leadership, 1969, 27(3), 253-255.
Study indicates that a school can evolve a program that serves to make students regard themselves in a positive light. (Author)

(1279) Vassos, Sonya T., and Taylor, Vaughn K. MILITANCY AND COUNSELOR RELATIONSHIPS WITHIN SCHOOL AND COMMUNITY. School Counselor, 1970, 17(5), 350-356.
Discusses need for pupil personnel staff to try to provide source of stability to students during and after negotiations in an effort to keep communication lines open between teachers and students. (CJ)

(1280) Vesprani, George J. PERSONALITY CORRELATES OF ACCURATE EMPATHY IN A COLLEGE COMPANION PROGRAM. Journal of Consulting and Clinical Psychology, 1969, 33(6), 722-727.
Interactions of 33 untrained female students with hospital patients were recorded, sampled and rated using the Truax Accurate Empathy Scale (AE). AE ratings were correlated with student personality measures from the EPPS and MMPI. Depression and Psychasthenia scales of the MMPI were negatively and significantly correlated with AE ratings. Changes in AE over time and methodological pitfalls are discussed. Reprints available from author at Hamilton County Diagnostic Clinics, 295 Erkenbrecker Avenue, Cincinnati, Ohio, 45229. (Author)

(1281) Vitalo, Raphael L. EFFECTS OF FACILITATIVE INTERPERSONAL FUNCTIONING IN A CONDITIONING PARADIGM. Journal of Counseling Psychology, 1970, 17(2), 141-144.
Using a fixed-choice procedure subjects were conditioned to emit personal reference statements by two experimenters functioning high on the dimensions of empathy, positive regard and genuineness and two low-functioning experimenters. Comparison of learning slopes of conditioned subjects with a control group supported the efficacy of facilitative dimensions for the conditioning paradigm. (Author)

(1282) Vontress, Clemmont E. COUNSELING BLACKS. Personnel and Guidance Journal, 1970, 48(9), 713-719.
Blacks have developed unique environmental perceptions, values and attitudes, making it difficult for counselors to establish and maintain positive rapport. This article examines attitudinal ingredients posited by Carl Rogers for relevance to this problem and suggests inservice training to help counselors and other professionals relate effectively with inner city Blacks. (Author)

(1283) Wagner, M. K., and Bragg, R. A. COMPARING BEHAVIOR MODIFICATION APPROACHES TO HABIT DECREMENT--SMOKING. Journal of Consulting and Clinical Psychology, 1970, 34(2), 258-263.
Five methods for control of smoking were tested on 54 Ss using systematic desensitization (SD), cover sensitization (CS), a combination of SD and CS (SD-CS), relaxation and counseling. The SD-CS treatment was superior at all points during the treatment, though not significantly superior to all other treatments at all time points. Reprints from M. K. Wagner, University of South Carolina, Department of Psychology, Columbia, South Carolina, 29208. (Author)

(1284) Walls, Richard T., and Smith, Tennie S. VOLUNTARY DELAY OF REINFORCEMENT AS A FUNCTION OF MODEL STATUS. Journal of Counseling Psychology, 1970, 17(2), 123-126.
Adult vocational rehabilitation clients in a resident training program were engaged in a task involving the assembling of bolts, washers and nuts and were given their choice of a smaller reward immediately or a delayed larger reward. Subjects tended to imitate the decision of the video-tape model (both high and medium status). (Author)

(1285) Walters, Orville S. PREVALENCE OF DIAGNOSED EMOTIONAL DISORDERS IN UNIVERSITY STUDENTS. Journal of American College Health Association, 1970, 18(3), 204-209.
A 10 year study analysis is made of 4,547 students with diagnosed emotional disorders Patients are classified by original residence, age, sex, marital status, class, religion and type of disorder. Commonest diagnostic categories involved personality disorders (36.3 percent of total). Reprints from author at 1109 S. Lincoln, Urbana, Illinois, 61801. (Author)

(1286) Ward, Eric J. A GIFT FROM THE GHETTO. Personnel and Guidance Journal, 1970, 48(9), 753-758.
Counselors and their clients must communicate effectively. Because trained counselors do not always relate to the problems of their clients, who are Black and poor, this article examines the role that paraprofessionals, or indigenous counselors, can play in the ghetto. (Author)

(1287) Warner, Richard W., Jr., and Hansen, James C. ALIENATED YOUTH: THE COUNSELOR'S TASK. Personnel and Guidance Journal, 1970, 48(6), 443-448.
Article contends alienation stems from school structure. Theoretical background and cases of alienation in youth are discussed. Implications for counselors and schools are presented along with recommendations for courses of action. (Author)

(1288) Warner, Richard W., Jr., and Hansen, James C. VERBAL-REINFORCEMENT AND MODEL-REINFORCEMENT GROUP COUNSELING WITH ALIENATED STUDENTS. Journal of Counseling Psychology, 1970, 17(2), 168-172.
Juniors in three high schools were selected for the study. Findings indicate: (1) both reinforcement groups were effective in reducing students' feelings of alienation; (2) there were no significant differences between effects of model reinforcement and verbal reinforcement counseling; (3) there was no interaction between counselors and treatments or between sex of student and treatment; and (4) placebo treatment had no effect on alienation. (Author)

(1289) Washington, Bennetta B. PERCEPTIONS AND POSSIBILITIES. Personnel and Guidance Journal, 1970, 48(9), 757-761.
Not only do Black students need assistance in solving problems, but so do school personnel with whom they come in daily contact. Counselors must realize how influential they are in helping youth form images and attitudes. Students need help in channeling energies toward constructive ends and in developing positive outlooks about life. (Author)

(1290) Washington, Kenneth S.; and Others. JUNIOR COLLEGES: SALVATION OR SUFFOCATION? Journal of the National Association of College Admissions Counselors, 1970, 14(3), 33-38.
Panel discusses reasons for existence of junior (community) colleges, problems in staffing, financing and curriculum development. Concern expressed that they are the states' "dumping

ground" for all who do not get into state universities or colleges and that they lack support and prestige. They do have potential for innovation because of flexibility. (CJ)

(1291) Wasik, John L., and MacMillan, Joann. A SURVEY OF THE ACTIVITIES INTEREST OF STUDENTS IN A TECHNICAL INSTITUTE. College Student Survey, 1970, 4(1), 10-16.
Survey of students indicated that an effective program would include recreational activities, speaker programs related to school offerings in technical fields and opportunities to participate in social sports. (Author)

(1292) Wasik, John L., and Wasik, Barbara H. A NOTE ON USE OF THE WPPSI IN EVALUATING INTERVENTION PROGRAMS. Measurement and Evaluation in Guidance, 1970, 3(1), 54-56.
A procedure was presented that would allow true estimates of the effectiveness of intervention programs when the WPPSI is used as the evaluative measure. (Author)

(1293) Waterland, Jean C. ACTIONS INSTEAD OF WORDS: PLAY THERAPY FOR THE YOUNG CHILD. Elementary School Guidance and Counseling, 1970, 4(3), 180-187.
Play therapy components are: (1) child's feelings and actions; (2) playroom setting and materials; and (3) counselor techniques and implementation of one's personality. Counseling techniques are: (1) reflection; (2) interpretation; (3) silence; and (4) structure. Case study used to illustrate. (EK)

(1294) Waterland, Jean C. GROUP COUNSELING WITH DISADVANTAGED YOUTH IN AN EMPLOYMENT SETTING. Journal of Employment Counseling, 1970, 7(1), 3-7.
Discusses: (1) characteristics of the disadvantaged; (2) principles of group selection and group interaction; and (3) group counseling techniques (continuity, results, talking and influencing behavior). (EK)

(1295) Wattenberg, William W. THE MIDDLE SCHOOL AS ONE PSYCHOLOGIST SEES IT. Education Digest, 1970, 35(7), 26-29.
The middle school movement offers the possibility of devising some fundamentally new settings for education (CK)

(1296) Wehrly, Beatrice L. ELEMENTARY SCHOOL COUNSELOR PREPARATION PROGRAMS IN THE UNITED STATES. Elementary School Guidance and Counseling, 1970, 4(3), 203-210.
Attempts are being made to gear courses to meet needs of those studying to counsel in elementary schools. Need to improve programs is recognized. (Author/EK)

(1297) Weiser, John C. PERSONALITY VARIABLES ASSOCIATED WITH CREATIVITY IN PROSPECTIVE FEMALE TEACHERS. Journal of the Student Personnel Association for Teacher Education, 1970, 8(3), 77-84.
School administrators might gain an idea of prospective teachers from scores on a test of creativity such as Adjustive Check List. Confirming evidence also indicates that identification of highly creative adults may be made by asking them about their creativity. (Author/CJ)

(1298) Weiss, Melford S. SELECTIVE ACCULTURATION AND THE DATING PROCESS: THE PATTERNING OF CHINESE-CAUCASIAN INTERRACIAL DATING. Journal of Marriage and the Family, 1970, 32(2), 273-278.
Divergent expectations between Chinese American boys and girls may be related to: (1) influence of American racial stereotyping; (2) Chinese American interpersonal relationships in American society; (3) sex linked socialization practices; and (4) the closed nature of the Chinese community. (Author)

(1299) Welter, Paul R., and Hudson, Wellborn R. III. THE ASSESSMENT OF AFFECTIVE LEARNING IN COUNSELING GROUPS UTILIZING THE TAXONOMY OF EDUCATIONAL OBJECTIVES: AFFECTIVE DOMAIN. Journal of The Student Personnel Association for Teacher Education, 1970, 8(2), 37-51.
Nineteen subjects, assigned to three counseling groups, were rated using criteria from the TEOAD. Findings suggest criteria involve dimensions beyond emotion and do not discriminate among them. (EK)

(1300) West, Lloyd W. SOME IMPLICATIONS OF SELF-DISCLOSURE STUDIES FOR GROUP COUNSELING WITH ADOLESCENTS. Canadian Counselor, 1970, 4(1), 57-61.
The Self Disclosure Inventory for Adolescents, administered to 271 ninth grade students, indicates lack of direct relationship between self disclosure and personal adjustment. Suggestion offered that adolescent counseling be structured so individuals are not pressured to become too open. (CJ)

(1301) Whiting, Anita. PARENTAL EXPECTATIONS FOR INDEPENDENT BEHAVIOR AND SCHOOL ACHIEVEMENT: IMPLICATIONS FOR ELEMENTARY COUNSELORS. California Personnel and Guidance Association Journal, 1970, 2(2), 41-45.
Study results suggest that if counselors were aware of home expectations early in child's school career, they could recognize trouble signals and attempt to alter parental expectations which are unreal. (CJ)

(1302) Whitla, Dean K.; and Others. CONTROVERSY AND CHANGE IN TESTING. Journal of the National Association of College Admissions Counselors, 1970, 14(3), 28-32.
Panel discussion by Dean K. Whitla, Marcelino S. Crudo, Harold V. Martin and Frank S. Satterwhite focusing on tests, which while not biased do serve to eliminate many potential college candidates, necessitating special assistance along with enlightened admissions policies in order to give them expanded educational opportunities. (CJ)

(1303) Wiener, Rose. FINISHING SCHOOLS FOR WORKERS. Manpower, 1970, 2(3), 3-7.
Explores, through specific references, phenomenal growth of community colleges to help fill the demand for technical training. (CJ)

(1304) Wille, Lois. MOMS ARE A MUST. American Education, 1970, 6(3), 25-29.
An education center in Chicago teaches small children with the active involvement of the tots' mothers. (CK)

(1305) Williams, Joan. SCHOOLS STUDY JOB CORPS LESSONS. Manpower, 1970, 2(3), 22-25.
Today the Job Corps education program is being used by the

Manpower Administration, youth training programs, Armed Forces, adult basic education classes and in the public schools. (DM)

(1306) Williams, Robert Bruce. THE HELPING PROFESSIONS: PROBLEMS ONLY? Journal of School Health, 1970, 40(1), 24-27.
Focuses on need for renewed emphasis upon: (1) prevention in training programs; (2) expansion of school services to provide more attention to mental health, not only for potential problem child, but also the overlooked gifted one; (3) cooperation with community in areas of research, social action. (CJ)

(1307) Williams, Robert L., and Venditti, Fred. EFFECT OF ACADEMIC DESEGREGATION ON SOUTHERN WHITE STUDENTS' EXPRESSED SATISFACTION WITH SCHOOL. Journal of Negro Education, 1969, 38(4), 338-341.
Comparisons made between whites in newly integrated schools, whites in segregated schools, and whites in previously integrated schools reveal few consistent differences, and do not support the belief that school desegregation in the South decreases Caucasian students' affinity for school. (JM)

(1308) Wilson, Ronald S., and Dollar, Robert J. STUDENT, TEACHER AND ADMINISTRATOR PERCEPTIONS OF THE JUNIOR COLLEGE ENVIRONMENT. Journal of College Student Personnel, 1970, 11(3), 213-216.
Study results reinforce need to recognize differences among environments and to avoid generalized findings without replication. The study groups tended to agree on perceptions of the environment, but there is no evidence to suggest they agree on definition of what environment should be like. (Author)

(1309) Winder, Alvin E., and Savenko, Nicholai. GROUP COUNSELING WITH NEIGHBORHOOD YOUTH CORPS TRAINEES. Personnel and Guidance Journal, 1970, 48(7), 561-567.
Describes and evaluates program which attempted to reduce the alienation that keeps youth within the poverty-failure cycle, through work experience, and personal and vocational counseling. (Author)

(1310) Wingenfeld, Sister M. Grace Regina. PERSONAL VALUE SYSTEMS AND PERSONALITY. National Catholic Guidance Conference Journal, 1970, 14(3), 166-172.
Attempts justification of hierarchy of values and outlines phases through which personalization of values evolves. (Author)

(1311) Winston, Sheldon L. THE DRUG COUNSELING WORKSHOP: A NEW RESOURCE FOR SCHOOLS. Journal of Secondary Education, 1969, 44(8), 352-353.
A school sponsored program attempts to help young students who have fallen into a particularly difficult situation. (CK)

(1312) Witczak, Lois A., and Ehlers, Dorothy. PROJECT: OCCUPATIONAL ORIENTATION. School Counselor, 1970, 17(5), 362-363.
Describes project undertaken during school year in an attempt to help students better identify with the world of work while still in high school. Students explored entry job opportunities and requirements in the metropolitan Washington area. The object was to show them job possibilities they never dreamed of. (Author)

(1313) Wittner, Joe. INTER-CULTURAL COMMUNICATION: THE DILEMMA AND SOME POSSIBLE SOLUTIONS. Journal of the International Association of Pupil Personnel Workers, 1970, 14(1), 9-16.
Delineates misunderstandings of minority cultures at both cognitive and affect level. (Author)

(1314) Wohlford, Paul. INITIATION OF CIGARETTE SMOKING: IS IT RELATED TO PARENTAL SMOKING BEHAVIOR? Journal of Consulting and Clinical Psychology, 1970, 34(2), 148-151.
The smoking behavior and family stability of 251 undergraduate men and women and their parents were studied. The results support the identification interpretation of the father/son smoking pattern. The variable of family intactness was a relevant moderator of the parent/son smoking pattern. The mother and daughter smoking patterns remained enigmatic. Reprints available from author at Department of Psychology, University of Miami, Coral Gables, Florida, 33124. (Author)

(1315) Woody, Robert H. BEHAVIORAL COUNSELING: ROLE DEFINITION AND PROFESSIONAL TRAINING. Counseling Psychologist, 1970, 1(4), 84-88.
The contemporary counselor must strive to integrate behavioral science principles with his previously established human relations context to make them work for the benefit of his clients. Comments on article by Ray E. Hosford in same issue. (Author/CJ)

(1316) Woody, Robert H. BEHAVIORAL TECHNIQUES IN COMMUNITY SERVICE: A PSYCHOBEHAVIORAL PERSPECTIVE. Journal of School Psychology, 1970, 8(2), 82-87.
It is asserted that societal crises demand that counselors and psychologists move from a "personal counselor" role model to a "community counselor" role model. Presented at the American Personnel and Guidance Association, Las Vegas, April 1969. (Author)

(1317) Wyckoff, Jean B. THE SCOPE OF THE COMMUNITY COMPUTER-TYPE JUNIOR COLLEGE HEALTH CENTER. Journal of American College Health Association, 1970, 18(3), 222-224.
Discusses need for college health nurse to be totally involved in campus community in order to be of more help to students with information and services. (CJ)

(1318) Wysocki, Boleslaw A., and Wysocki, Aydin C. BEHAVIOR SYMPTOMS AS A BASIS FOR A NEW DIAGNOSTIC CLASSIFICATION OF PROBLEM CHILDREN. Journal of Clinical Psychology, 1970, 26(1), 41-45.
Factor analysis reveals six bipolar factors: (1) highly intelligent child with unsatisfied needs and overdependent low IQ child; (2) child with feeling of inadequacy due to low mental ability and physical handicap; (3) jealous child from broken home; (4) phobic child; (5) child 13-16 with sex behavior difficulty; and (6) negativistic child, 9-12. (Author)

(1319) Yee, Albert H. THE STUDENT TEACHING TRIAD: POTENTIAL FOR GREATER PROFESSIONALISM IN EDUCATION. Journal of the Student Personnel Association for Teacher Education, 1970, 8(3), 68-76.
A three member group comprised of the student teacher, supervisor, and cooperating teacher should be developed into an integral cooperative team to reflect coordination and service

between teacher preparation centers and schools. (Author)

(1320) Young, Edward R., and Jacobson, Leonard I. EFFECTS OF TIME-EXTENDED MARATHON GROUP EXPERIENCES ON PERSONALITY CHARACTERISTICS. Journal of Counseling Psychology, 1970, 17(3), 247-250.
Pretest and posttest scores on the Edwards and the Marlowe Crowne Social Desirability scales and the 12 scales of the Personal Orientation Inventory were administered four days before and four days after participation. Participants demonstrated a significant decrease in defensiveness and constriction and showed change in the direction of more socially positive functioning on 13 of the 14 scales employed. (Author)

(1321) Youngs, Richard C. REACTIONS TO A FIFTH GRADE PROGRAM IN SEX EDUCATION. Journal of School Health, 1970, 40(1), 32-34.
Developmental program was well received by parents, teachers and children. It was felt that offering instruction to children at young age is advantageous because of their more academic approach to subject matter. (Author/CJ)

(1322) Yunker, John A. ESSENTIAL ORGANIZATIONAL COMPONENTS OF GROUP COUNSELING IN THE PRIMARY GRADES. Elementary School Guidance Counseling, 1970, 4(3), 172-179.
Discusses: (1) group success factors; (2) mutuality of problems; (3) compatibility of members; (4) size; (5) age range; (6) sex composition; (7) length of sessions; (8) duration of group; (9) physical setting; and (10) qualifications of leaders. (EK)

(1323) Zdep, Stanley M., and Irvine, Sidney H. A REVERSE HAWTHORNE EFFECT IN EDUCATIONAL EVALUATION. Journal of School Psychology, 1970, 8(2), 89-95.
In an evaluation of the effectiveness of broadcasting media in education, the control class achieved higher posttest scores than the experimental classes. These results suggest that when experimental and control classes are housed at the same location, teachers of control classes may and can motivate their students so that their classes no longer provide a valid base line to which experimental classes can be compared. (Author)

(1324) Zeller, William W. ADOLESCENT ATTITUDES AND CUTANEOUS HEALTH. Journal of School Health, 1970, 40(3), 115-120.
In trying to understand the attitudes of adolescents about their skin or any other problem, physicians must honestly examine attitudes toward the adolescent. Physicians must accept and understand that adolescence is the age of the final unfolding of the personality. (Author)

(1325) Ziegler, Daniel J. SELF-CONCEPT, OCCUPATIONAL MEMBER CONCEPT AND OCCUPATIONAL INTEREST AREA RELATIONSHIPS IN MALE COLLEGE STUDENTS. Journal of Counseling Psychology, 1970, 17(2), 133-136.
This investigation subjected Super's postulated self-concept-vocational preference relationship to empirical test. Individuals perceived a greater degree of congruence between themselves and most-preferred occupational member concepts than between themselves and least-preferred occupational member concepts. (Author)

(1326) Zimmerman, Barry J. THE RELATIONSHIP BETWEEN TEACHER CLASSROOM BEHAVIOR AND STUDENT SCHOOL ANXIETY LEVELS. Psychology in the Schools, 1970, 7(1), 89-92.
Findings suggest necessity for teachers to recognize atmosphere created by their reinforcing behavior, since atmosphere relates to student school anxiety level. Suggests initiation of inservice programs to modify teacher reinforcement behavior. (Author)

(1327) Ziv, Avner, and Shechori, Hannah. HUMAN FIGURE DRAWING AS A MEASURE OF SOCIAL ADJUSTMENT IN SCHOOL. Journal of School Psychology, 1970, 8(2), 152-153.
The present research, demonstrating the lack of validity of the Human Figure Drawing Test as a measure of social adjustment, cast doubt upon its value when used in a normal setting such as the classroom. (Author)

BOOK RESUMES

(1328) Ackerman, Nathan W. TREATING THE TROUBLED FAMILY. New York: Library of Human Behavior, 1970.
A therapist interprets and illustrates the techniques available to resolve family conflict.

(1329) Allen, Vernon L. PSYCHOLOGICAL FACTORS IN POVERTY. Chicago: Markham Publishing Co., 1970.
This volume examines the role played by psychological factors in poverty utilizing new theory and research on poverty.

(1330) Andrew, Dean C., and Downing, Lester D. READINGS IN GUIDANCE. Lincoln, Nebr.: Bison Books, 1970.
This is a collection of concise, practical articles on guidance gathered for use as a text or as a counselor's handbook.

(1331) Arbuckle, Dugald S. PUPIL PERSONNEL SERVICES IN THE MODERN SCHOOL. Boston: Allyn and Bacon, 1970.
This volume thoroughly examines the pupil personnel services and staff in the American school, and suggests means for closer relationships between the teacher and other specialized personnel for the betterment of the child.

(1332) Astin, Alexander W. WHO GOES WHERE TO COLLEGE. Chicago: SRA, College and Professional Publications, 1970.
This is a research-based attempt at objective evaluation of the intangible characteristics of college environment.

(1333) Bell, Daniel, and Kristol, Irving (Eds.) CONFRONTATION. New York: Library of Human Behavior, 1970.
This book reports on the widespread rebellion in our centers of learning.

(1334) Bell, Norman T.; Starks, David D.; and Hunt, James G. SELF-INSTRUCTIONAL PROGRAM IN EDUCATIONAL PSYCHOLOGY. Glenview, Ill.: Scott, Foresman College Div., 1970.
Using programmed self-tests and fill-in charts, the student can progress at his own rate of speed, checking his understanding of the material presented.

(1335) Bennett, Margaret E. GUIDANCE AND COUNSELING IN GROUPS. Los Angeles: Western Psychological Services, 1970.
A sourcebook of group aspects in personnel work and guidance, this volume includes techniques and areas for group guidance.

(1336) Bernard, Harold W. MENTAL HEALTH IN THE CLASSROOM. New York: McGraw-Hill, 1970.
This presentation is concerned with helping teachers to utilize techniques that will foster confident student self-concepts, encourage creativity and individuality, and instill a desire for learning. It also suggests ways for the teachers to obtain more fulfillment and competence in their work.

(1337) Borton, Terry. REACH, TOUCH, AND TEACH. New York: McGraw-Hill, 1970.
A model for an educational program relating the processes of learning with the concerns of students is offered.

(1338) Brown, Frederick G. PRINCIPLES OF EDUCATIONAL AND PSYCHOLOGICAL TESTING. Hillsdale, Ill.: Dryden Press, 1970. 480P.
This book is oriented toward the use and evaluation of tests. It proceeds from the WHY to the HOW of psychological measurement. The stress is on principles, concepts, the evaluation of tests, and reasons why psychological measurement proceeds as it does.

(1339) Buchheimer, Arnold, and Balogh, Sara. THE COUNSELING RELATIONSHIP. Chicago: SRA, College and Professional Publications, 1970.
This guide to the qualities and techniques necessary for effective counseling analyzes problems encountered by beginning counselors at the elementary, junior high, and senior high levels.

(1340) Burchill, George W. WORK-STUDY PROGRAMS FOR ALIENATED YOUTH. Chicago: SRA, College and Professional Publications, 1970.
This book illustrates what constitutes a successful work-study program by concentrating on nine outstanding programs. It focuses on trends in the economy that deprive youth of the opportunity to attain acceptable goals.

(1341) Caldwell, Edson. GROUP TECHNIQUES FOR THE CLASSROOM TEACHER. Chicago: SRA, College and Professional Publications, 1970.
This book provides a variety of procedures to serve as guiding techniques in the classroom.

(1342) Caplin, Gerald, and Lebovici, Serge. ADOLESCENCE. New York: Library of Human Behavior, 1970.
Thirty-two specialists contribute to the study on developmental issues, clinical progress, and research findings on adolescent behavior.

(1343) Cervantes, Lucius F. THE DROPOUT: CAUSES AND CURES. Los Angeles: Western Psychological Services, 1970.
A study of high school dropouts and how they feel about their families, friends, and teachers is presented.

(1344) Chapman, Elwood N. YOUR ATTITUDE IS SHOWING. Chicago: SRA, College and Professional Publications, 1970.
This book examines business relationships, explains the principles of good human relations and work habits, and discusses how to use them.

(1345) Cottingham, Harold F. (Ed.) ELEMENTARY SCHOOL GUIDANCE. Washington, D. C.: American Personnel and Guidance Association Publications Sales, 1970.
This book provides historical perspective and thoughtful analysis of current approaches to elementary school guidance.

(1346) Cramer, Stanley H.; Herr, Edwin L.; Morris, Charles N.; and Frantz, Thomas T. RESEARCH AND THE SCHOOL COUNSELOR. Boston: Houghton Mifflin, 1970.
A text for counseling research, this presentation offers guidelines for conducting research in school settings.

(1347) Crampton, Helen M., and Keiser, Kenneth K. SOCIAL WELFARE. INSTITUTION AND PROCESS. New York: Random House, 1970.
The first text written especially for the Introduction to Social Welfare course, this book traces the historical development and contemporary functioning of social welfare institutions in the United States.

(1348) Cruickshank, William M.; Paul, James L.; and Junkala, John B. MISFITS IN THE PUBLIC SCHOOLS. Los Angeles: Western Psychological Services, 1970.
This examination of the barriers to effective education of those with unusual learning idfficulties includes theoretical considerations and practical applications.

(1349) Davitz, Joel, and Ball, Samuel. PSYCHOLOGY OF THE EDUCATIONAL PROCESS. New York: McGraw-Hill, 1970.
This book relates psychological principles to the educational processes of learning, development, and methodology. The main emphasis is on psychology of learning.

(1350) Despert, J. Louise. THE EMOTIONALLY DISTURBED CHILD - THEN AND NOW. New York: Brunner/Mazel, 1970.
The problems of the emotionally disturbed child are explored against the background of family maladjustments which create them. The life of the normal child is contrasted with that of the emotionally disturbed child.

(1351) Deutsch, Martin; Katz, Irwin; and Jensen, Arthur R. (Eds.) SOCIAL CLASS, RACE, AND PSYCHOLOGICAL DEVELOPMENT. Los Angeles: Western Psychological Services, 1970.
This book, on research and theory in the education of children, discusses biogenetic perspectives, intellectual development, social and psychological perspectives, and education of the disadvantaged.

(1352) Deutsch, Martin, and Others. THE DISADVANTAGED CHILD. New York: Library of Human Behavior, 1970.
The psychological and social environments of disadvantaged children together with the factors that impede learning are discussed.

(1353) Diamond, Esther E., and Fox, Mildred. PREPARING STUDENTS FOR COLLEGE. Chicago: SRA, College and Professional Publications, 1970.
This book gives details for guiding the collegebound student from seventh grade through school until he is accepted at college. Seven junior and senior high schools with different socioeconomic backgrounds are offered as examples.

(1354) Dinkmeyer, Don C., and Caldwell, Charles E. DEVELOPMENTAL COUNSELING AND GUIDANCE IN ELEMENTARY SCHOOLS. New York: McGraw-Hill, 1970.
An introduction to the developmental counseling and guidance program in the elementary school, this work places particular focus on the role of the elementary school counselor.

(1355) Douglas, Jack D. (Ed.) SOCIAL PROBLEMS OF FREEDOM AND TYRANNY IN A TECHNOLOGICAL SOCIETY. New York: Random House, 1970.
This integrated collection of essays by important figures deals with the threat science and technology represent to our individual freedoms.

(1356) Engelman, Siegfried. PREVENTING FAILURE IN THE PRIMARY GRADES. Chicago: SRA, College and Professional Publications, 1970.
This is a description of a remedial program for the child who is seriously deficient in language, reading, and arithmetic skills.

(1357) Faust, Verne. THE COUNSELOR-CONSULTANT IN THE ELEMENTARY SCHOOL. Los Angeles: Western Psychological Services, 1970.
This is a sourcebook on consultation with teachers and children, parents and community agencies, teachers, children, and other specialists.

(1358) Frey, Sherman H. ADOLESCENT BEHAVIOR IN SCHOOL: DETERMINANTS AND OUTCOMES. Chicago: Rand McNally, 1970.
This sourcebook of 40 articles by professionals focuses on adolescent behavior in school. It provides exposure to a wide variety of determinates, outcomes, and concerns related to adolescent behavior in the school setting.

(1359) Fullmer, Daniel W., and Bernard, Harold W. COUNSELING: CONTENT AND PROCESSES. Chicago: SRA, College and Professional Publications, 1970.
Dealing with group processes, this book emphasizes theory and application of methods as used with family groups.

(1360) Furth, Hans G. PIAGET FOR TEACHERS. Englewood Cliffs, N.J.: Prentice-Hall, 1970.
Piaget's theory is used to provide the rationale for what is best in modern teaching methods.

(1361) Gazda, George M. BASIC APPROACHES TO GROUP PSYCHOTHERAPY AND GROUP COUNSELING. Springfield, Ill.: Charles C. Thomas, 1970.
Basic theoretical positions in group psychotherapy and group counseling have been summarized by an expert in each position.

(1362) Gilmore, Susan K. THE COUNSELOR IN TRAINING: A PRACTICUM GUIDE. New York: Appleton Century Crofts, 1970.
This is a guide for use in providing self understanding and personal growth as well as skill development for the counselor in training.

(1363) Glasser, William. SCHOOLS WITHOUT FAILURE. Los Angeles: Western Psychological Services, 1970.
This book offers a program to reduce school failure based on increased involvement, relevance, and thinking as opposed to memory drill.

(1364) Golembiewski, Robert T., and Blumberg, Arthur (Eds.) SENSITIVITY TRAINING AND THE LABORATORY APPROACH: READINGS ABOUT CONCEPTS AND APPLICATION. Itasca, Ill.: F. E. Peacock Publishers, 1970.
This book specifically analyzes and describes a learning strategy - the "laboratory approach"; various learning media and designs which derive from it; concepts that relate processes and outcomes induced from it; ways in which the laboratory approach can be applied in the office, school and home.

(1365) Gottleib, David, and Ramsey, Charles E. UNDERSTANDING CHILDREN OF POVERTY. Chicago: SRA, College and Professional Publications, 1970.
The book introduces the reader to the world of the deprived child, to provide insights into his perceptions of himself, and to illustrate that he does not wish to alienate himself from American life.

(1366) Gottsegen, Monroe G., and Gottsegen, Gloria B. PROFESSIONAL SCHOOL PSYCHOLOGY. Los Angeles: Western Psychological Services, 1970.
This set of three volumes deals with the problems of psychology in the schools.

(1367) Grossman, Herbert. TEACHING THE EMOTIONALLY DISTURBED: A CASEBOOK. Los Angeles: Western Psychological Services, 1970.
This volume presents a case-study approach to teacher-pupil relationships.

(1368) Haley, Jay, and Hoffman, Lynn. TECHNIQUES OF FAMILY THERAPY. New York: Library of Human Behavior, 1970.
Interviews with five therapists, representing a broad range of therapeutic styles, are presented.

(1369) Hamrin, Shirley A., and Paulson, Blanche B. COUNSELING ADOLESCENTS. Chicago: SRA, College and Professional Publications, 1970.
A new approach to effective techniques for working with young people is offered. Case studies are included.

(1370) Hansen, James, and Cramer, Stanley. GROUP GUIDANCE AND COUNSELING IN THE SCHOOLS. New York: Appleton Century Crofts, 1970.
This book provides a perspective of group guidance and counseling in the school setting as well as practical applications for working with groups.

(1371) Heist, Paul (Ed.) THE CREATIVE COLLEGE STUDENT: AN UNMET CHALLENGE. Los Angeles: Western Psychological Services, 1970.
Deals with the creative student in liberal arts and sciences; the artistically talented and the educational establishment; the creative student and academic standards; directions toward solutions; and considerations.

(1372) Hellmuth, Jerome (Ed.) DISADVANTAGED CHILD. New York: Brunner/Mazel, 1970.
A collection of articles on Pre-School Enrichment, Reading Retardations, Psychiatric and Sociologic Aspects surrounding the education of the pre-school child.

(1373) Helmstadter, Gerold C. DOING RESEARCH IN THE BEHAVIORAL SCIENCES. New York: Appleton Century Crofts, 1970.
This book seeks to introduce research methods currently used in pyschology, education, and sociology.

(1374) Hess, Robert D., and Bear, Roberta Meyer (Eds.) EARLY EDUCATION: CURRENT THEORY, RESEARCH, AND PRACTICE. Los Angeles: Western Psychological Services, 1970.
An overview of current information and developments in preschool education is presented.

(1375) Hoffman, Martin. THE GAY WORLD. New York: Library of Human Behavior, 1970.
This volume offers an insight into the life of the homosexual.

(1376) Hollis, Joseph W., and Hollis, Lucille U. ORGANIZING FOR EFFECTIVE GUIDANCE. Chicago: SRA, College and Professional Publications, 1970.
This book deals with the major considerations in organizing an efficient and effective guidance program to the needs of the individual community and school.

(1377) Hutt, S. J., and Hutt, Corrine. DIRECT OBSERVATIONS AND MEASUREMENT OF BEHAVIOR. Springfield, Ill.: Charles C. Thomas, 1970.
The authors, from Oxford, England, relate their experiences in recording and measuring behavior, and discuss studies which are illustrative of the techniques or of the methodology they propose.

(1378) Isaacson, Lee E. CAREER INFORMATION IN COUNSELING AND TEACHING. Boston: Allyn and Bacon, 1970.
This text is intended for the guidance and counseling major who has finished an introductory course in the area. The author highlights the broad relationships which exist between the individual and the world of work.

(1379) Jacobs, Jerry. THE SEARCH FOR HELP: A STUDY OF THE RETARDED CHILD IN THE COMMUNITY. New York: Brunner/Mazel, 1970.
This book offers a picture of what it means to have and to raise a retarded child, the traumatic emotional effects, and the problems and decisions from birth onward.

(1380) Jones, Arthur C.; Steward, Norman; and Steffire, Buford. PRINCIPLES OF GUIDANCE. New York: McGraw-Hill, 1970.
This book deals with materials on vocational development, elementary school guidance, group procedures, and the school as a social system.

(1381) Kell, Bill L., and Burow, Josephine M. DEVELOPMENTAL COUNSELING AND THERAPY. Boston: Houghton Mifflin, 1970.
This text is a sophisticated and comprehensive treatment of developmental counseling. Integration of the phenomenological, interpersonal, and rational approaches is attempted.

(1382) Kemp, C. Gratton. FOUNDATIONS OF GROUP COUNSELING. New York: McGraw-Hill, 1970.
By presenting theories, techniques, and uses of group counseling, this introductory text describes the similarities and differences between group counseling and other forms of group process.

(1383) Kemp, C. Gratton (Ed.) PERSPECTIVES ON THE GROUP PROCESS: A FOUNDATION FOR COUNSELING WITH GROUPS. Boston: Houghton Mifflin, 1970.

This book offers an interdisciplinary approach, relevant to group counseling in many professions. Attention is paid to the biological, philosophical, and religious bases of human interaction, as well as on group dynamics and leadership.

(1384) Kolesnik, Walter B. EDUCATIONAL PSYCHOLOGY. New York: McGraw-Hill, 1970.
Through a humanistic approach the book attempts to broaden the teacher's understanding of the learning process. Included is a discussion of sex differences as they affect learning and development, as well as socioeconomic class differences.

(1385) Kopp, O. W., and McNeff, Marie O. GUIDANCE HANDBOOK FOR PERSONNEL OF ELEMENTARY SCHOOLS. Lincoln, Nebr.: Bison Books, 1970.
This is a presentation of the clarification of the roles of teacher, counselor, and principal. Organizational aspects of the elementary guidance program are also discussed.

(1386) Kornrich, Milton, UNDERACHIEVEMENT. Los Angeles: Western Psychological Services, 1970.
This volume presents discussions of psychodynamic, social, and ethnic factors at the elementary, secondary, and college levels. It also discusses underachievement at all intellectual levels.

(1387) Kough, Jack, and DeHaan, Robert. TEACHER'S GUIDANCE HANDBOOK. Chicago: SRA, College and Professional Publications, 1970.
Volume I of this two-part set deals with identifying the student with special needs and with simplifying record keeping. Volume II deals with providing techniques for dealing with the above student.

(1388) Litwack, Lawrence; Getson, Russell F.; and Saltzman, Glenn A. (Eds.) RESEARCH IN COUNSELING. Itasca, Ill.: F. E. Peacock Publishers, 1970.
This volume contains a selected review of empirically based studies on counseling designed to serve a two-fold purpose: (1) to present a picture of selected research that has been done in recent years; and (2) to point the way toward areas of needed research.

(1389) McCandless, Boyd R. ADOLESCENTS: BEHAVIOR AND DEVELOPMENT. Hinsdale, Ill.: Dryden Press, 1970.
Adolescence is considered from pubescence of full personal autonomy (executive independence). The emphasis is on a conceptual framework within which adolescence is viewed as a time of rapid increase in new drive accompanied by great demands for change.

(1390) MacLennan, Beryce W., and Felsenfeld, Naomi. GROUP COUNSELING AND PSYCHOTHERAPY WITH ADOLESCENTS. Los Angeles: Western Psychological Services, 1970.
This book offers practical methods of working with adolescents in small groups, and is an aid to development of group programs in all kinds of settings.

(1391) Magary, James F. SCHOOL PSYCHOLOGICAL SERVICES IN THEORY AND PRACTICE, A HANDBOOK. Los Angeles: Western Psychological Services, 1970.
This collection of papers covers a comprehensive body of information in school psychology.

(1392) Mahler, Clarence A. GROUP COUNSELING IN THE SCHOOLS. Los Angeles: Western Psychological Services, 1970.
A step-by-step description of group counseling in the schools is presented.

(1393) Mahler, Clarence A., and Caldwell, Edson. GROUP COUNSELING IN SECONDARY SCHOOLS. Chicago: SRA, College and Professional Publication, 1970.
This book discusses coordination and initiation of group counseling and the skills needed by the counselor, including suggestions for evaluation of group counseling.

(1394) Mayer, Kurt B., and Buckley, Walter. CLASS AND SOCIETY. Third Edition. New York: Random House, 1970.
This is a completely revised and up-dated edition of a best-selling study of social stratification in the United States.

(1395) Miller, Harry L., and Wooch, Roger R. SOCIAL FOUNDATIONS OF URBAN EDUCATION. Hillsdale, Ill.: Dryden Press, 1970. 448P.
The key features of this text included: (1) detailed examinations of crucial research studies; (2) a general discussion of controversial policy areas; (3) a summary section addressed to the pre-service or inservice teacher who wishes to equip himself/herself to face the problems of inner-city education.

(1396) Mills, Glen D. (Ed.) ELEMENTARY SCHOOL GUIDANCE AND COUNSELING. New York: Random House, 1970.
These readings can be used in place of a text or as supplementary material. They offer a philosophic and historical overview and practical information on counseling in the elementary school.

(1397) Minuchin, Patricia; and Others. THE PSYCHOLOGICAL IMPACT OF SCHOOL EXPERIENCE. New York: Library of Human Behavior, 1970.
Information is offered on the ways children respond to schools and their programs, teachers and their personalities, school communities and their environments.

(1398) Moore, William, Jr. AGAINST THE ODDS. San Francisco: Jossey-Bass, 1970.
The author explores, analyzes, and resolves the many problems involved in educating the low achievers of varying abilities and backgrounds. He outlines workable instruction, curriculum, counseling and administrative techniques.

(1399) Morse, William G., and Wingo, Max G. (Eds.) READINGS IN EDUCATIONAL PSYCHOLOGY. Glenview, Ill.: Scott, Foresman College Div., 1970.
To familiarize students with the literature of educational psychology, the authors have prepared this collection of readings from the field. Some selections are from original research reports; others are articles of theoretical interest, or applications of research findings to the practical problems of teachers.

(1400) Moynihan, Daniel P. (Ed.) ON UNDERSTANDING POVERTY. New York: Library of Human Behavior, 1970.
This book sorts out the various conceptions of poverty and provides useful insights on who the poor are and why they

became that way.

(1401) Munson, Harold L. GUIDANCE ACTIVITIES FOR SECONDARY SCHOOL TEACHERS. Chicago: SRA, College and Professional Publications, 1970.
This is a collection of five booklets suggesting specific guidance activities for teachers of English, social studies, mathematics, science, and foreign languages.

(1402) Myers, Patricia, and Hammill, Donald Douglas. METHODS FOR LEARNING DISORDERS. Ontario, Canada: John Wiley and Company, 1970.
This presentation explores the characteristics of learning disabilities and provides a frame of reference for evaluation and remediation.

(1403) Natchez, Gladys. CHILDREN WITH READING PROBLEMS. New York: Library of Human Behavior, 1970.
An overview of reading disability is presented.

(1404) Nordberg, Robert B. GUIDANCE: A SYSTEMATIC INTRODUCTION. New York: Random House, 1970.
This is an introduction to guidance which balances theory and technique. The author discusses both the role of the guidance counselor and the problems of those who need his services. The actual theories and techniques of guidance are presented as are their philosophical bases.

(1405) O'Banion, Terry and O'Connell, April. THE HUMAN ENCOUNTER AS A COLLEGE EXPERIENCE. Englewood Cliffs, N. J.: Prentice-Hall, 1970.
This is designed to bring encounter into the classroom in order to involve students with each other, with their professors, and with their course.

(1406) Offer, Daniel. THE PSYCHOLOGICAL WORLD OF THE TEEN-AGER. New York: Library of Human Behavior, 1970.
Answers questions on the identity of youth, the "generation gap", ways in which youngsters cope with their problems, sexuality, and the goals adolescents pursue.

(1407) Ogilvie, William K., and Raines, Max R. THE COMMUNITY--JUNIOR COLLEGE: READINGS. New York: Appleton Century Crofts, 1970.
This book presents analyses of the community college from a variety of vantage points, featuring contributions from professionals in the field.

(1408) Osipow, Samuel H., and Walsh, W. Bruce. BEHAVIOR CHANGE IN COUNSELING. New York: Appleton Century Crofts, 1970. 276P.
This book provides background material in the theoretical, empirical, and applied foundations of the behavioral counseling approach. A wide range of case studies illustrates the application of the behavior modification approach.

(1409) Osipow, Samuel H., and Walsh, W. Bruce. STRATEGIES IN COUNSELING FOR BEHAVIOR CHANGE. New York: Appleton Century Crofts, 1970. 275P.
Using a behavioral approach, the authors have presented a brief history of the development of counseling approaches, a discussion of the medical versus behavioral conception of diagnosis, a method for classifying observations regarding clients in order to facilitate behavioral diagnosis, and a statement of four kinds of counseling strategies open to counselors.

(1410) Perrone, Philip A. GUIDANCE AND THE EMERGING ADOLESCENT. Scranton, Pa.: International Book Co., 1970.
This is a discussion of why and how pupil personnel services assist the emerging adolescent to understand, accept and utilize his total being in relation to his aspirations.

(1411) Perry, William G., Jr. FORMS OF INTELLECTUAL AND ETHICAL DEVELOPMENT IN THE COLLEGE YEARS. New York: Rinehart and Winston, 1970.
This book discusses a scheme of development evident in interviews with college students given at the end of each of their four college years. This scheme is traced according to form, rather than content of the students' thoughts and values.

(1412) Pervin, Lawrence A.; Reik, Louis E.; and Dalrymple, Willard (Eds.) THE COLLEGE DROPOUT AND THE UTILIZATION OF TALENT. Los Angeles: Western Psychological Services, 1970.
This book examines the personal and institutional factors that influence a student's decision to drop out and investigates methods of enabling him to resume his education and utilize his talents.

(1413) Peters, Herman J. THE GUIDANCE PROCESS. Itasca, Ill.: F. E. Peacock Publishers, 1970.
The book focuses on the substantive nature of guidance functions. The purposes is to examine the guidance function within a pupil behavioral system.

(1414) Raph, Jane Beasley; Goldberg, Miriam Jane L.; and Passow, A. Harry. BRIGHT UNDERACHIEVERS. Los Angeles: Western Psychological Services, 1970.
This book offers a comprehensive review of research as well as a description of studies at two high schools.

(1415) Ratchik, Irving, and Koenig, Frances G. GUIDANCE AND THE PHYSICALLY HANDICAPPED CHILD. Chicago: SRA, College and Professional Publications, 1970.
This book deals with identifying the handicapped, enriching the school program, involving the parents in the child's education, presenting guides for vocational planning. It also lists general information on the handicapped and what agencies are available to help the school.

(1416) Reiss, Jean, and Fox, Mildred G. GUIDING THE FUTURE COLLEGE STUDENT. Los Angeles: Western Psychological Services, 1970.
A practical reference, this book answers the most often asked questions, such as: how to choose a college; what courses are required for college entrance; how important are college admission tests.

(1417) Roeber, Edward C. ORIENTATION TO THE JOB OF A COUNSELOR. Chicago: SRA, College and Professional Publications, 1970.
This book presents guides for the beginning counselor which

deal with early strategies, day-to-day general considerations, enlightenment for problem areas, and ideas for year-end assessment.

(1418) Rogers, Carl R. FREEDOM TO LEARN. Los Angeles: Western Psychological Services, 1970.
Thoughts on the learning process in education are presented.

(1419) Roucek, Joseph S. THE DIFFICULT CHILD. Los Angeles: Western Psychological Services, 1970.
Included in this volume are sixteen articles covering subjects such as: the creative child; the inattentive child; the child with language problems; the poor writer; the slow learner; the precocious, aggressive, emotionally disturbed, pampered or lazy child; the juvenile delinquent; and others.

(1420) Routh, Thomas A. REHABILITATION COUNSELING OF THE BLIND. Springfield, Ill.: Charles C. Thomas, 1970.
This is a concise text which deals with two important counseling aspects--physical disability and vocational handicapped. The importance of the blind client's mental health in relation to his rehabilitation is considered, and special emphasis is directed to employment counseling.

(1421) Sahakian, William S. THE PSYCHOLOGY OF LEARNING. Chicago: Markham Publishing Co., 1970.
This is a compliilation of the classics in psychology of learning including a variety of learning models and current leading theories.

(1422) Saltzman, Glenn A., and Peters, Herman J. PUPIL PERSONNEL SERVICES: SELECTED READINGS. Itasca, Ill.: F. E. Peacock Publishers, 1970.
The book presents an integrated view of pupil personnel services, covering history, issues, and trends. It emphasizes positive aspects of student personnel work and covers all pupil personnel services.

(1423) Sanford, Nevitt.. ISSUES IN PERSONALITY THEORY. San Francisco: Jossey-Bass, 1970.
This book outlines current problems in personality theory and research and mentions developments in these areas in the past 40 years.

(1424) Sanford, Nevitt. WHERE COLLEGES FAIL. Los Angeles: Western Psychological Services, 1970.
Discusses educational goals and today's students; personality theory aspects of student development; the educational environment; and links with the larger society.

(1425) Sarvis, M. A., and Pennekamp, M. COLLABORATION IN SCHOOL GUIDANCE: A CREATIVE APPROACH TO PUPIL PERSONNEL WORK. New York: Brunner/Mazel, 1970.
This book contains a basic conceptual framework plus a detailed presentation of the interaction taking place in the school setting, and documentation not only of the problems but of the variety of collaborative methods, strategies, and related interventions by mental professionals and educators.

(1426) Schuerger, James M. COUNSELING FOR COLLEGE CHOICE. Itasca, Ill.: F. E. Peacock Publishers, 1970.
This book provides the school counselor with information and lists of sources he needs to function as a college counselor. Four functions of a college counselor are discussed: (1) counseling; (2) placement; (3) advertise nent; (4) working with parents.

(1427) Shertzer, Bruce, and Stone, Shelley C. (Eds.) INTRODUCTION TO GUIDANCE: SELECTED READINGS. Boston: Houghton Mifflin, 1970
There are 62 readings which extend students' understandings of guidance within education.

(1428) Siegel, Max. THE COUNSELING OF COLLEGE STUDENTS: FUNCTION, PRACTICE, AND TECHNIQUE. Los Angeles: Western Psychological Services, 1970.
This is a practical manual for counseling in the areas of vocational and career selection, mental health, health services, religious, disciplinary, academic improvement, physically handicapped, placement, and others.

(1429) Stein, Calvert. PRACTICAL PASTORAL COUNSELING. Springfield, Ill.: Charles C. Thomas, 1970.
This volume is a timely reminder that the pastor has always been a natural leader, and that faith healing is still the greatest factor in harmonizing most of the functions of mind and body. Suggestions are offered toward a positive approach to the prevention of alcoholism, narcotic abuse, sexual amorality, and rising veneral disease.

(1430) Taylor, Edith Meyer. PSYCHOLOGICAL APPRAISAL OF CHILDREN WITH CEREBRAL DEFECTS. Los Angeles: Western Psychological Services, 1970.
This is a practical guide to evaluation of potentialities of children with neurological handicaps.

(1431) VanHoose, William H., and Pietrofesa, John J. (Eds.) GUIDANCE AND COUNSELING IN THE TWENTIETH CENTURY: REFLECTIONS AND REFORMULATIONS. Boston: Houghton Mifflin, 1970.
This book includes 22 position papers in which leaders of today's guidance and counseling movement explain their theories. A comprehensive bibliography of each author's published work is included.

(1432) Washington, Bennetta Bullock. YOUTH IN CONFLICT. Chicago: SRA, College and Professional Publications, 1970.
This is an illustration of one community's effort to ease the learning problems of youth in an impacted urban area containing a junior-senior high school for emotionally disturbed behavior-problem boys.

(1433) White, William F. PSYCHOSOCIAL PRINCIPLES APPLIED TO CLASSROOM TEACHING. Los Angeles: Western Psychological Services, 1970.
This book presents a discussion of social learning process as applied to teacher-pupil interaction.

(1434) Williams, Frederick. LANGUAGE AND POVERTY. Chicago: Markham Publishing Co., 1970.
This volume contains 20 essays dealing with the background literature, the controversies, the practical implications of the problems raised by social class and ethnic differences in

language with U.S. society.

(1435) Wolfbein, Seymour L. EMPLOYMENT AND UNEMPLOYMENT IN THE UNITED STATES. Chicago: SRA, College and Professional Publications, 1970.
Examined are the characteristics of the American labor force to provide insights into unemployment.

(1436) Wolff, Kurt. PATTERNS OF SELF-DESTRUCTION: DEPRESSION AND SUICIDE. Springfield, Ill.: Charles C. Thomas, 1970.
Motives for suicide, the suicidal personality, and results of psychological tests are studied and described extensively. It is of great scientific and practical value for early recognition, evaluation of treatment methods, and prevention of suicide and depression.

(1437) Woody, Robert H. BEHAVIORAL PROBLEM CHILDREN IN THE SCHOOLS. Los Angeles: Western Psychological Services, 1970.
Discussed are the recognition and diagnosis of problem children, together with theory and techniques of behavior modification.

(1438) THE ANTISOCIAL CHILD: HIS FAMILY AND HIS COMMUNITY, VOLUME IV, LANGLEY PORTER CHILD PSYCHIATRY SERIES. Palo Alto, Calif.: Science and Behavior Books, 1970.
This book is designed to aid professional people in dealing with the delinquent child.

(1439) LEARNING AND ITS DISORDERS, VOLUME I, LANGLEY PORTER CHILD PSYCHIATRY SERIES. Palo Alto, Calif.: Science and Behavior Books, 1970.
This volume explores the emotional origins of learning problems and how the psychiatrist and the school can cope with them.

SUBJECT INDEX SECTION

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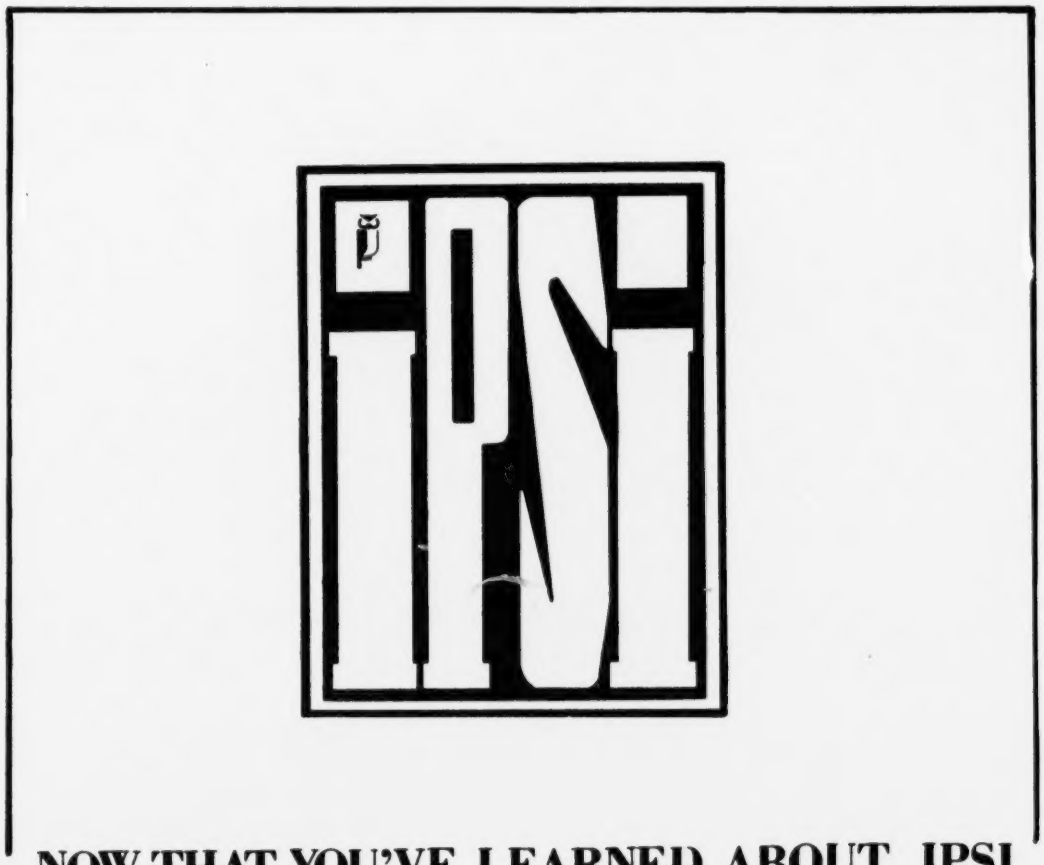

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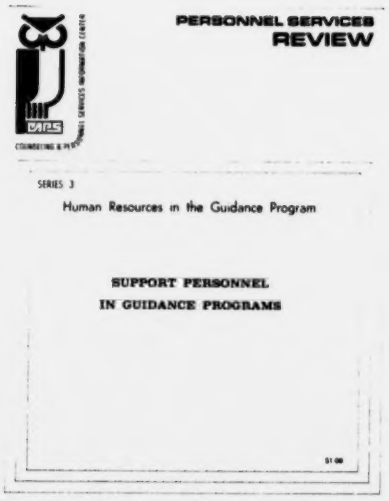

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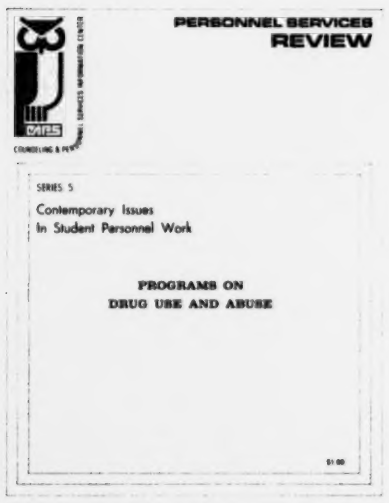

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